

Birch Wood Vale - KS5

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Language and Literature	<p>English language skills/criteria covering writing (and some reading) plus communication skills.</p> <p>ASDAN Module 1: Developing Communication Skills</p> <p>English Language Reading Skills (leading to ASDAN and/or GCSE qualifications)</p> <p>Assessment: completion of ASDAN Module 1 OR completion of reading section of component 1 GCSE</p>	<p>English language skills/criteria covering writing (and some reading) plus communication skills.</p> <p>ASDAN Module 1: Developing Communication Skills</p> <p>ASDAN Module 2: Reading for Pleasure</p> <p>English Language Reading Skills (leading to ASDAN and/or GCSE qualifications)</p> <p>Assessment: completion of ASDAN Module 2 OR completion of writing section of component 1 GCSE</p>	<p>English Language Writing Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete modules 1 and 2 from last term</p> <p>ASDAN Module 3: Writing for a Purpose</p> <p>GCSE students to practise writing skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 3</p> <p>Assessment for GCSE: past paper (component 2 writing task)</p>	<p>English Language Reading Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete modules 1 to 3</p> <p>ASDAN Module 4: Reading for a Purpose</p> <p>GCSE students to practise reading skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 4</p> <p>Assessment for GCSE: past paper component 2 reading task</p>	<p>Consolidation of English Language Reading and Writing Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete all modules so far</p> <p>GCSE students to consolidate and revise reading and writing skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 5</p> <p>Assessment for GCSE: full past paper in timed conditions</p>	<p>Consolidation of English Language Reading and Writing Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete module 6 or any missing modules so far</p> <p>GCSE students to consolidate and revise reading and writing skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 6 (or other outstanding modules)</p> <p>Assessment for GCSE: full past paper in timed conditions</p> <p>Following qualifications, students to continue developing independent reading skills using articles from 'The Day'.</p>
Reading/Literacy	<p>Student Choice – Independent Reading</p>		<p>Learners finding and sharing interesting articles using newspapers and magazines</p> <p>Class reading- Harry Potter the chamber of secrets</p>		<p>Learners finding and sharing interesting articles using newspapers and magazines</p> <p>Class reading- Gangsta Granny 2</p>	
Mathematics	<p>ASDAN Pathway Money A5 Researching and comparing Mobile phone deals</p> <p>Money A4 Investigating if pack size affects value for money</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using TT Rockstars.</p> <p>GCSE Pathway Number 4 operations including decimals and negative numbers. BODMAS Factors and Multiples</p> <p>Entry Level Pathway Money Money Recognition and understanding of value</p> <p>Key Maths Skills</p>	<p>ASDAN Pathway Probability B1/Rickshaw Challenge Design a game to make a profit for the Rickshaw challenge</p> <p>Money A6 Researching and comparing job roles</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using TT Rockstars.</p> <p>GCSE Pathway Fractions, Decimals and percentages 4 operations of Fractions Converting F,D,P</p> <p>Mock Paper 1</p> <p>Entry Level Pathway Money Making amounts</p> <p>Probability B1/Rickshaw Challenge Design a game to make a profit for the Rickshaw challenge</p>	<p>ASDAN Pathway Money A1 Researching and comparing different ways of buying a car.</p> <p>Probability B4 Questionnaire design</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using TT Rockstars.</p> <p>GCSE Pathway Statistics Mean, median and Mode Representing and analysing data in different graphical forms</p> <p>Algebra Simplifying Substitution Solving by doing the opposite</p> <p>Entry Level Pathway Time Calendar skills Telling the time</p>	<p>ASDAN Pathway Money B5 Considering the cost of setting up a new apartment</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using TT Rockstars.</p> <p>GCSE Pathway Mock Paper 2 Geometry Shapes, Perimeter, area and volume. Circles, circumference and area</p> <p>Entry Level Pathway Time More Telling the time</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using Numbots.</p>	<p>ASDAN Pathway Money B1 Considering the cost of buying groceries in different places, and comparing graphically</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using TT Rockstars.</p> <p>GCSE Pathway Geometry Equation of a straight line Pythagoras</p> <p>Paper 1 Revision GCSE Exams</p> <p>Entry Level Pathway Statistics Pictograms and Bar charts</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using Numbots.</p>	<p>ASDAN Pathway Portfolio Evaluation Evaluating and improving their ASDAN portfolio</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using TT Rockstars.</p> <p>GCSE Pathway Paper 2 and 3 Revision GCSE Exams Introduction to ASDAN Maths</p> <p>Entry Level Pathway Statistics Pictograms and Bar charts</p> <p>Key Maths Skills To practice Key Maths skills for one lesson a week. This includes using Numbots.</p>

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Art GCSE	Introduction to the art GCSE, study the elements of art and initial observational drawing with tonal shading for skills building. Begin themed project (theme selected by Jeanette) Research into theme, gather images and begin to develop their own ideas around the theme. AO1		Students start to experiment with their ideas / images / materials to create different outcomes, this will be linked back to the artists work they have researched and developing some of the techniques used by the artist. AO2. Students should be recording their ideas and outcomes throughout the project in the form of drawings, annotation, photography etc. AO3.		Students will prepare for a mock exam at the end of the academic year. They will collate their project and their ideas together to plan out a personal informed final piece linking to their project and their artists. This will be planned and designed by the students. They will have 10 hours to complete their final piece.	
Art BTEC	Unit 4: Explore Drawing. To develop ideas for drawing, to produce drawings, to comment on own work.		Unit 6 Explore printmaking. To develop ideas for printmaking, to produce work in printmaking, to comment on own work.		Opportunity to complete additional work towards BTEC if assessments not met. Personal project until summer carrying out art workshops if BTEC Units completed.	
Hospitality and Tourism	Unit 1 Introduction Personal Progression Plan Researching Next Step opportunities towards a goal Identifying own skills and strengths Independent cooking skills		Unit 1 Identify and set short term and long-term goals to achieve Review goals and progression Continue to develop cooking skills	Unit HT5 – Preparing and Cooking Skills Cook dishes directly from a recipe Develop cooking skills using at least 4 fresh ingredients Develop understanding of different dishes for starters, mains and desserts	Unit HT5 Demonstrate understanding of cooking terms and equipment Understand health and safety guidelines Final cooking assessment	Seasonal Cooking
Design	Pewter Pendent Exploring how to create a pendent design, based Art Deco design movement, by exploring and developing Designs and prototyping to explore final idea ready for casting		AQA Exam: Externally set exam released after Christmas. Students will select a theme from the ones given by AQA and respond to this theme in their own interpretation. They will Research Designer, develop their ideas, experiment with materials		AQA Exam: Students will collate their project and their ideas together to plan out a personal informed final piece linking to their exam project and their chosen designer. This will be planned and designed by the students. They will have 10 hours to complete their final piece under exam conditions.	
BTEC Performing Arts	Unit PA5: Using a Stimulus for Performance Learners will learn how to successfully create a devised piece of drama in response to a stimuli. They will be exposed to different types of stimuli, such as: words, image, sound, newspaper article, literature, poetry and historical events. Though out this journey they will explore, experiment and create ideas around each stimuli before finally creating a workshop performance.		Unit A2: Developing a Progression Plan Students will identify current strengths and skills as well as areas they find difficult. They will learn how to set goals and recognise areas you need to develop and how to plan ways to reach next steps, for short term and long term goals.		Students will work on a personal project where they respond to a set brief and interpret in their own way	
Sport and Leisure	Unit 11: How the body works Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Students will also develop their knowledge of the requirements of a healthy diet.	Unit 11: How the body works Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Students will also develop their knowledge of the requirements of a healthy diet.	Unit 10: Taking Part in Exercise and Fitness Students will find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.	Unit 10: Taking Part in Exercise and Fitness Students will find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.	Leadership development. Students will explore and develop their leadership abilities.	Leadership development. Students will explore and develop their leadership abilities.
Photography	Introduction to Photography, including photography terminology, camera parts, history of the camera and how to hold a camera. Students have the opportunity to undertake a mini project on ‘alphabet photography’ – looking at artist work and taking their own images for portfolio. AO2, AO2		Students will begin to research photographers work and complete research pages on the photographers. They will work in the style of the photographer – exploring various skills and techniques, including Photoshop and exploring Shutter Speed. AO1, AO2, AO3		Opportunity to complete any unfinished / outstanding tasks from Term 1 & 2. Students will work on a personal project where they respond to a set brief and interpret in their own way. They find their own photographers suitable to their theme and work on experimenting with photography outcomes. Students can create a ‘final piece’ inspired by the work they have explored. AO4	
Construction	unit Con6 Building a simple wall: explore and develop skills in bricklaying to lay a dwarf wall using a stretcher bond		Unit A1 Being Organised: Learners will develop key techniques to help organise their work and priorities and manage their time effectively.		Unit 1: Producing a Timber Product. Learners consolidate their skills and produce a wooden product that further develops their skills.	
Dance	Exploration of dance styles in a practical and theoretical way.	Creating a dance as a part of team. Introduction to leadership.	Assessing their leadership skills. Watch a show and review the show.	Further develop their skills in creating a dance piece for an audience/	Building confidence as a performer, and reflecting on how to develop their performance	Looking at next steps in education and delivering a leadership project.

PSHE	<p align="center">Healthy Me</p> <p>Sexual health, hygiene, self- examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, marriage strategies for staying safe</p>		<p align="center">Health and wellbeing</p> <p>Mental health and emotional wellbeing, managing anxiety and stress, self-concept, emotional regulation, developing interests, physical and mental health</p>	<p align="center">Living in the Wider World</p>	<p align="center">Relationships</p> <p>Relationship values, maintaining positive relationships, socialising and staying safe online</p>	<p align="center">Living in the Wider World Accessing community services, asserting own interests and developing a sustainable and healthy routine</p>
PE	<p align="center">OAA/Team building Communication</p> <p align="center">Kinball Confidence; Competence</p>	<p align="center">Invasion Games Communication; Challenge; Competence</p> <p align="center">Gymnastics (floor) Communication; creativity; competence</p>	<p align="center">Health Related Fitness Challenge</p> <p align="center">Gymnastics (vaulting)/ Parkour Communication; creativity; competence</p>	<p align="center">Net Games Communication; Challenge; Competence</p> <p align="center">Invasion Games Confidence; Competence; Challenge</p>	<p align="center">Tennis Competence; Confidence</p> <p align="center">Striking and Fielding Creativity; communication; challenge; competence</p>	<p align="center">Athletics/ HRF Challenge</p> <p align="center">Striking and Fielding Creativity; communication; challenge; competence</p>
DofE	<p>The award comprises of completing activities in four sections:</p> <p>Volunteering: undertaking service to individuals or the community.</p> <p>Physical: improving in an area of sport, dance or fitness activities.</p> <p>Skills: developing practical and social skills and personal interests.</p> <p>Expedition: planning, training for and completion of an adventurous journey. This will include learning how to use a compass and map and basic first aid training.</p>					