

KS3 Long Term Plan

Communication and Literacy	Entertainment		Transport		Water	
	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
FORMAL	<u>FORMAL ENGLISH</u> Fiction Vocabulary Year 7 Beowulf Year 8 Wizard of Oz Year 9 Alice in Wonderland	<u>FORMAL ENGLISH</u> Poetry Inference Year 7 Silverwood Anthology Year 8 Silverwood Anthology Year 9 Silverwood Anthology	<u>FORMAL ENGLISH</u> Fiction Prediction Year 7 The Minpins Year 8 The Twits Year 9 Tales of India	<u>FORMAL ENGLISH</u> Non-Fiction Explanation Year 7 Autobiography Year 8 Biography (Greta Thunberg) Year 9 Biography (Martin Luther-King)	<u>FORMAL ENGLISH</u> Drama- Shakespeare Recount Year 7 Shakespeare Midsummer Night's Dream Year 8 Shakespeare Midsummer Night's Dream Year 9 Shakespeare Midsummer Night's Dream	<u>FORMAL ENGLISH</u> Non-Fiction Sequence or Summarise Year 7 Around the World in 80 days Year 8 Vicious Vikings Year 9 Kensuke's Kingdom
	<u>Semi-Formal ENGLISH</u> Fiction Vocabulary Year 7 Beowulf Year 8 Wizard of Oz Year 9 Alice in Wonderland	<u>Semi-Formal ENGLISH</u> Poetry Inference Year 7 Silverwood Anthology Year 8 Silverwood Anthology Year 9 Silverwood Anthology	<u>Semi-Formal ENGLISH</u> Fiction Prediction Year 7 The Minpins Year 8 The Twits Year 9 Tales of India	<u>Semi-Formal ENGLISH</u> Non-Fiction Explanation Year 7 Autobiography Year 8 Biography (Greta Thunberg) Year 9 Biography (Martin Luther-King)	<u>Semi-Formal ENGLISH</u> Drama- Shakespeare Recount Midsummer Night's Dream Year 7 Shakespeare Midsummer Night's Dream Year 8 Shakespeare Midsummer Night's Dream Year 9 Shakespeare Midsummer Night's Dream	<u>Semi-Formal ENGLISH</u> Non-Fiction Sequence or Summarise Year 7 Around the World in 80 days Year 8 Vicious Vikings Year 9 Kensuke's Kingdom
	<u>COMPUTING FORMAL</u> Year 7 Technology Around Us – Using Technology Responsibly L1 Technology in our classroom L2 Using technology L3 Developing mouse skills L4 Using a computer keyboard L5 Developing keyboard skills	<u>COMPUTING FORMAL</u> Year 7 Natterhub Balance it 1 - We Take Care of Our Minds and Bodies L1 Rockin' Rules L2 Sensible Screen Use L3 Alternative Activities to Screen Use L4 Badge Round-Up	<u>COMPUTING FORMAL</u> Year 7 Coding in Practice: Moving A Robot L1 Buttons L2 Directions L3 Forwards and backwards L4 Four directions L5 Getting there L6 Routes	<u>COMPUTING FORMAL</u> Year 7 Natterhub Chat it 1 - We Use Respectful Words When We Chat to People L1 My Online Avatar L2 The Internet for Communication L3 Online Communication vs Face-to-Face Communication L4 Badge Round-Up	<u>COMPUTING FORMAL</u> Year 7 Data 1: Creating Pictograms L1 Counting and comparing L2 Entering the data L3 Creating pictograms L4 What is an attribute? L5 Comparing people L6 Presenting information	<u>COMPUTING FORMAL</u> Year 7 Searching and Presenting Information 1: Kings, Queens and Castles L1 Introduction to the topic L2 Narrow corridors, narrow searches L3 Presenting: What is important? L4 Searching and Presenting

	<p>L6 Using a computer responsibly</p> <p>Year 8 Technology Around Us – How IT improves our world L1 What is IT? L2 IT in school L3 IT in the world L4 the benefits of IT L5 Using IT safely L6 Using IT in different ways</p> <p>Year 9 Computing systems and networks – Inputs, Processes and outputs L1 How does a digital device work? L2 What parts make up a digital device? L3 How do digital devices help us? L4 How am I connected? L5 How are computers connected? L6 What does our school network look like?</p> <p>COMPUTING: SEMI-FORMAL Electronic systems to measure time. Timers, stop watch</p>	<p>Year 8 Natterhub Mind It 2 - We Are Kind and Honest Online: L1 Follow the Digital Footprint L2 How Long Does Information Last L3 We All Make Mistakes L4 Badge Round-Up</p> <p>Year 9 Natterhub Mind It 3 – We Act with Integrity and Honesty: L1 Famous or Frightened L2 Stop and Think Before You Type and Share L3 Talking to My Trusted Adult L4 Badge Round-Up</p> <p>COMPUTING: SEMI-FORMAL Switch activities Problem solving.</p>	<p>Year 8 Coding in Practice: Robot Algorithms L1 Giving instructions L2 Same but different L3 Making predictions L4 Mats and routes L5 Algorithm design L6 Debugging</p> <p>Year 9 Coding in Practice: Rapid Router Level 1 L1 Unplugged algorithms for moving along a route L2 Starting off on-screen with the game L3 Creating simple algorithms to reach a single destination L4 Creating simple algorithms to reach a single destination along the shortest route L5 Create a more complex algorithm to deliver one or more packages on the way L6 Delivering Several Packages in a Sensible Sequence L7 Introducing the Repeat Code L8 Follow-On and Extension Work on Multiple Repeat Loops and Nested Repeats</p> <p>COMPUTING: SEMI-FORMAL Natural material hunt and photographs.</p>	<p>Year 8 Natterhub Secure It 2 - We Keep Ourselves Safe Online Using Privacy and Common Sense: L1 Opening Up to the World L2 Protecting my privacy L3 Device Detectives L4 Badge Round-Up</p> <p>Year 9 Natterhub Feel It 3 - We Use Our Empathy and Resilience to Learn from Our Mistakes L1 Feeling Unsafe or Upset L2 Look Closely L3 Being Kind and Friendly L4 Badge Round-Up</p> <p>COMPUTING: SEMI-FORMAL Sorting and identify materials</p>	<p>Year 8 Data 2 - Branching Databases L1 Yes or no questions L2 Making groups L3 Creating a branching database L4 Structuring a branching database L5 Using a branching database L6 Two ways of presenting information</p> <p>Year 9 Data 3 - Data Logging L1 Answering questions L2 Data collection L3 Logging L4 Analysing data L5 Data for answers L6 Answering my question</p> <p>COMPUTING: SEMI-FORMAL Collage of recipes/food from images found online and printed out.</p>	<p>L5 Getting things moving L6 Presentations, please! L7 Assess and review</p> <p>Year 8 Searching and Presenting Information 1: Kings, Queens and Castles L1 Introduction to the topic L2 Narrow corridors, narrow searches L3 Presenting: What is important? L4 Searching and Presenting L5 Getting things moving L6 Presentations, please! L7 Assess and review (New unit so the same as Year 7 as hasn't been covered before.)</p> <p>Year 9 True or False - Evaluating Search Engine Results L1 Different Search Engines L2 Spam L3 Evaluating Websites L4 What makes a fake website? L5 Searching and evaluating images L6 Bias L7 Assess and Review</p> <p>COMPUTING: SEMI-FORMAL Self -service checkout</p>
--	--	---	--	--	---	---

Creative and Expressive Arts	Entertainment		Transport		Water	
	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
MUSIC: COMPOSING, LISTENING, PERFORMANCE, RECORDING INSTRUMENTAL SKILLS DEVELOPMENT. DRAMA SKILLS CAN BE UTILISED IN ALL CURRICULUM AREAS: ROLEPLAY, GAMES, CIRCLE TIME, SPEAKING & LISTENING						
	<p>ART: PORTRAITS Focus on Portrait Artist, e.g. Banksy</p> <p>Y8 clay Artist suggestions: Van Gogh Noel Fielding</p> <p>MUSIC: Music through the decades</p> <p>Listening and recreating music from different decades – Timing – time signature, different note lengths Song arrangements (rounds, chorale, etc)</p> <p>Christmas – practice songs for performance</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers.</p>	<p>ART: Clothing/ Textiles Fabric manipulation – weaving, felting, etc</p> <p><i>Simple weaving with strong wool through stiff card or loom</i></p> <p>Artist/ project suggestions: Circle weaving Matisse</p> <p>MUSIC: Music through the decades</p> <p>Listening and recreating music from different decades – Timing – time signatures, different note lengths Song arrangements (rounds, chorale, etc)</p> <p>Christmas – practice songs for performance</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore</p>	<p>ART: 3D art and combining materials Y7 clay <i>Designs and builds own 3D pieces e.g.</i></p> <p>Artist suggestions: Hundertwasser</p> <p>MUSIC: Stomp – newspaper (you tube) https://www.youtube.com/watch?v=7NhFmARAgU0 drainpipes, boxes, flip flops, newspapers</p> <p>Recreate sounds using junk modelling materials to create their own instrument or sound</p> <p>Share Blue Man Group – videos on you tube. (drumbone) https://www.youtube.com/watch?v=b5tUqXf513c</p> <p>See how different lengths of tube can make different sounds (boom whackers, drain pipe etc)</p> <p>BlueMan Group – Paint drums https://www.youtube.com/watch?v=JkROWE8c7s4</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in. Perform as part of a larger group in front of an audience</p>	<p>ART: Drawing and Photography</p> <p><i>Use appropriate media to create drawings, pencils/ pens/ charcoal/ oil pastels</i></p> <p>Artist/ project suggestions: Miro Negative space Photocollage</p> <p>MUSIC Garage band – sampler on keyboard (environmental sounds - materials) sampler recording and adjust/augment</p> <p>Final pieces can be exported and saved</p> <p>Performing Skills: Develop rhythmic skills using created and found instruments and melodic styles. Experiment with traditional tunes and vocal control</p>	<p>ART: Artist Focus</p> <p>Y9 Clay</p> <p>Artist/ project suggestions: Cubism/ Picasso</p> <p>MUSIC: Create a piece of music for an advert</p> <p>Do you recognise the advert from the music?</p> <p>Spotify link – see bottom of page</p> <p>Performing Skills: Develop confidence using Garage band sampler and recording in small groups. Experiment with technology as an instrument</p>	<p>ART: Colour and Techniques</p> <p>Artist/ project suggestions: Miro Frost Pollock Movement art</p> <p>MUSIC: Create a piece of music for an advert</p> <p>Do you recognise the advert from the music?</p> <p>Spotify link – see bottom of page</p> <p>Performing Skills: Develop confidence using Garage band sampler and recording in small groups. Experiment with technology as an instrument</p>

	<p>Explore your identity as a performer how can you co-operate with others and join in.</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple pulses, beats .and fills</p> <p>Listening Skills: Recognise some similarities and differences in the rhythm of music. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>your identity as a performer how can you co-operate with others and join in.</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple pulses, beats .and fills</p> <p>Listening Skills: Recognise some similarities and differences in the rhythm of music. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple pulses, beats .and fills</p> <p>Listening Skills: Recognise some similarities and differences in the rhythm of music. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple three note melody</p> <p>Listening Skills: Recognise some cultural differences within different musical traditions</p> <p>Recording Skills: Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garage band)</p>	<p>Composing Skills: Compose music using Advertising as a focus. (Musical Contexts scheme suggested)</p> <p>Listening Skills: listen to the music of composers, consider meme music how has its original use been changed</p> <p>Recording Skills. Record small group compositions to go with a chosen advert. This could use a variety of media or music IT solutions</p>	<p>Composing Skills: Compose music using Advertising as a focus. (Musical Contexts scheme suggested)</p> <p>Listening Skills: listen to the music of composers, consider meme music how has its original use been changed</p> <p>Recording Skills. Record small group compositions to go with a chosen advert. This could use a variety of media or music IT solutions</p>
SEMI FORMAL	<p>ART: PORTRAITS Focus on Portrait Artist, e.g. Banksy</p> <p>Artist suggestions: Andy Warhol</p> <p>MUSIC: Music through the decades Listening and recreating music from different decades – Timing – time signatures, different note lengths Song arrangements (rounds, chorale, etc)</p> <p>Christmas – practice songs for performance</p>	<p>ART: Clothing/ Textiles Fabric manipulation – weaving, felting, etc</p> <p><i>Weaves paper or stiff fabric, maybe incorporating two colours</i></p> <p>Artist/ project suggestions: Merging pictures/ pop art/ Felting using coloured wool</p> <p>MUSIC: Music through the decades Listening and recreating music from different decades – Timing – time signatures, different note lengths Song arrangements (rounds, chorale, etc)</p> <p>Christmas – practice songs for performance</p>	<p>ART: 3D art and combining materials</p> <p><i>Recreates 2D images as a 3D piece</i></p> <p>Artist/ project suggestions: Hepworth Animal heads</p> <p>MUSIC: Stomp – newspaper (you tube) https://www.youtube.com/watch?v=7NhFmARAgU0 drainpipes, boxes, flip flops, newspapers Recreate sounds using junk modelling materials to create their own instrument or sound Share Blue Man Group – videos on you tube. (drumbone) https://www.youtube.com/watch?v=b5tUqXf513c See how different lengths of tube can make different sounds (boom whackers, drain pipe etc BlueMan Group – Paint drums https://www.youtube.com/watch?v=JkROWE8c7s4</p>	<p>ART: Drawing and Photography</p> <p><i>Mark making and incorporates mark making into images to show texture</i></p> <p>Artist/ project suggestions:</p> <p>MUSIC: Garage band – sampler on keyboard (environmental sounds - materials) sampler recording and adjust/augment</p> <p>Final pieces can be exported and saved</p>	<p>ART: Artist Focus</p> <p>Artist/ project suggestions: Abstract/ Impressionism Kandinsky/ Klee</p> <p>MUSIC: Create a piece of music for an advert</p> <p>Do you recognise the advert from the music?</p> <p>Spotify link – see bottom of page</p>	<p>ART: Colour and Techniques</p> <p>Artist/ project suggestions: Kusama Movement art</p> <p>MUSIC: Create a piece of music for an advert</p> <p>Do you recognise the advert from the music?</p> <p>Spotify link – see bottom of page</p>

	<p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in.</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple pulses, beats .and fills</p> <p>Listening Skills: Recognise some similarities and differences in the rhythm of music. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music</p>	<p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in.</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple pulses, beats .and fills</p> <p>Listening Skills: Recognise some similarities and differences in the rhythm of music. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music</p>	<p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friend. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in. Perform as part of a larger group in front of an audience</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple pulses, beats .and fills</p> <p>Listening Skills: Recognise some similarities and differences in the rhythm of music. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>Performing Skills: Develop rhythmic skills using created and found instruments and melodic styles. Experiment with traditional tunes and vocal control</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple three note melody</p> <p>Listening Skills: Recognise some cultural differences within different musical traditions</p> <p>Recording Skills: Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garage band)</p>	<p>Performing Skills: Develop confidence using Garage band sampler and recording in small groups. Experiment with technology as an instrument</p> <p>Composing Skills: Compose music using Advertising as a focus. (Musical Contexts scheme suggested)</p> <p>Listening Skills: listen to the music of composers, consider meme music how has its original use been changed</p> <p>Recording Skills. Record small group compositions to go with a chosen advert. This could use a variety of media or music IT solutions</p>	<p>Performing Skills: Develop confidence using Garage band sampler and recording in small groups. Experiment with technology as an instrument</p> <p>Composing Skills: Compose music using Advertising as a focus. (Musical Contexts scheme suggested)</p> <p>Listening Skills: listen to the music of composers, consider meme music how has its original use been changed</p> <p>Recording Skills. Record small group compositions to go with a chosen advert. This could use a variety of media or music IT solutions</p>
--	---	---	--	--	--	--

The Wider World	Entertainment		Transport		Water	
	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
FORMAL	<p>MFL Yr 7 - Greetings Yr 8 – Colours Yr 9 - Weather</p> <p>Humanities Y7 – Where we are (local area + local history) (Geog/Hist) Y8 – Map Work – local area (Geography) Y9 - France (Geography)</p> <p>Beliefs and Values Baptism/ Bar mitzvah etc. (religious ceremonies at different significant times in one’s life)</p>	<p>MFL Yr 7 – How are you? Yr 8 – Months Yr 9 – Where do you live?</p> <p>Humanities Y7 – History of Working Animals (Hist/Geog) Y8 – Victorians (History) Y9 – WW1 Propaganda & Conscripton (History)</p> <p>Beliefs and Values Celebrations Exploring when the major religious festivals take place during the year. Advent and Hanukah</p>	<p>MFL Yr 7 – What’s your name? Yr 8 – Numbers 13-31 Yr 9- My Town</p> <p>Humanities Y7 - Wiltshire & Wider World (Geog/Hist) Y8 - United Kingdom (Geography) Y9 – Continents & Seas (Geography)</p> <p>Beliefs and Values The artefacts and clothes of religions (e.g.: turbans, robes, mitres, incense, kirpans etc) This group will focus on the importance of the above and their significance to religious people.</p>	<p>MFL Yr 7 – Numbers Yr 8 – When’s your birthday? Yr 9 – Left, or Right?</p> <p>Humanities Y7 – Ecology (Nature) (Geography) Y8 - Children in WW2 (History) Y9 – Black History (History)</p> <p>Beliefs and Values Eid and Ramadan (fasting and feast) Stories of religions and how they spread their teachings.</p>	<p>MFL Yr 7 – My Family Yr 8 – Days of the week Yr 9 - My School</p> <p>Humanities Y7 - Toys – Past & Around the World (Hist/Geog) Y8 - Conservation (Rainforest) (Geography) Y9 – English Civil War (History)</p> <p>Beliefs and Values How do different religions show respect? E.g.: how do they treat their holy books? What do believers do at the various religious places of worship to show respect?</p>	<p>MFL Yr 7 – Pets Yr 8 – What’s the date Yr 9 – Classroom Objects</p> <p>Humanities Y7 – Stone Age – Iron Age (History) Y8 – The Vikings (History) Y9 – Japan (Geography)</p> <p>Beliefs and Values Saying goodbye (rituals and routines around death and rebirth) Can also be saying goodbye to different stages of life (e.g.: how do different religions mark the beginning of adulthood etc.)</p>
SEMI FORMAL	<p>MFL Yr 7 – Greetings Yr 8 – Colours Yr 9 - Weather</p> <p>Humanities Y7 – Where we are Y8 – Local area Y9 - France</p> <p>Beliefs and Values Harvest – seasonal religious festivals (including, but not limited to: Sukkoth, Rosh Hashanah, Beltane etc) Lots of opportunity for crafting/ cross-curricular links)</p>	<p>MFL Yr 7 – How are you? Yr 8 – Months Yr 9 – Where do you live?</p> <p>Humanities Y7 – History of Working Animals Y8 – Victorian School Y9 – WW1</p> <p>Beliefs and Values Diwali and Hanukah (features of, plus exploration of the stories on which these festivals are based) Links to drama and art.</p>	<p>MFL Yr 7 – What’s your name? Yr 8 – Numbers 13-31 Yr 9- My Town</p> <p>Humanities Y7 - Wiltshire Y8 - United Kingdom Y9 – Sea Life</p> <p>Beliefs and Values Clothes and artefacts: what do different religious people wear and why? Exploring the physical artefacts, we have bought for the school.</p>	<p>MFL Yr 7 – Numbers Yr 8 – When’s your birthday? Yr 9 – Left, or Right?</p> <p>Humanities Y7 – Ecology (Nature) Y8 - Children in WW2 Y9 – Significant people in History</p> <p>Beliefs and Values Routines. Rituals and rules of religion.</p>	<p>MFL Yr 7 – My Family Yr 8 – Days of the week Yr 9 - My School</p> <p>Humanities Y7 - Toys – Past & Around the World Y8 – Ecosystems Y9 – Romans</p> <p>Beliefs and Values How do religious people show respect in their places of worship? How do they treat each other to show respect?</p>	<p>MFL Yr 7 – Pets Yr 8 – What’s the date Yr 9 – Classroom Objects</p> <p>Humanities Y7 – Stone Age – Iron Age (History) Y8 – The Vikings Y9 – Japan</p> <p>Beliefs and Values Pilgrimage (shopping for a special religious journey). Hajj Jesus ascending to heaven (saying goodbye)</p>

Maths and Science	Entertainment		Transport		Water	
FORMAL	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p>Maths <u>Y7 Baseline</u> Number – Counting, sequencing Number – Add/Subtract Number - Multiply/Divide Time/Money Measures – Capacity, Length, Mass Data handling, Shape</p>	<p>Maths <u>Y7</u> Number – Ordering, sequencing Number – Add/Subtract Shape Time Money – Christmas Shopping Assess / Review</p>	<p>Maths <u>Y7</u> Number – Estimating Number – Add/Subtract Measures – Capacity Data handling (incl. Shape) Money Assess / Review</p>	<p>Maths <u>Y7</u> Number – Reading / Writing Number – Multiply / Divide Fractions Position and direction Time Assess / Review</p>	<p>Maths <u>Y7</u> Number – Properties of number Number – Add/Subtract Measures – Length Data handling (incl. Shape) Money Assess / Review</p>	<p>Maths <u>Y7</u> Number – Rounding Number – Multiply / Divide/Fractions Shape Time Measure - Mass Assess / Review Maths Games</p>
	<p><u>Y8</u> Number – Counting Number – Sequences Number – Add/Subtract Money Measures – Capacity Assess / Review</p>	<p><u>Y8</u> Number – Ordering Number – Add/Subtract Time Money – Christmas Shopping Shape Assess / Review</p>	<p><u>Y8</u> Number – Estimating Number – Add/Subtract Money Measures – Length Data handling (incl. Shape) Assess / Review</p>	<p><u>Y8</u> Number – Reading / Writing Number – Multiply / Divide Fractions Time Position and direction Assess / Review</p>	<p><u>Y8</u> Number – Properties of number Number – Add/Subtract Money Measures – Mass Data handling (incl. Shape) Assess / Review</p>	<p><u>Y8</u> Number – Rounding Number – Multiply / Divide/Fractions Time Temperature Shape Assess / Review Maths Games</p>
	<p><u>Y9</u> Number – Counting Number – Sequences Number – Add/Subtract Time Measures – Length Assess / Review</p>	<p><u>Y9</u> Number – Ordering Number – Add/Subtract Money – Christmas Shopping Shape Time Assess / Review</p>	<p><u>Y9</u> Number – Estimating Number – Add/Subtract Measures – Mass Time Data handling (incl. Shape) Assess / Review</p>	<p><u>Y9</u> Number – Reading / Writing Number – Multiply / Divide Fractions Position and direction Money Assess / Review</p>	<p><u>Y9</u> Number – Properties of number Number – Add/Subtract Time Measures – Capacity Data handling (incl. Shape) Assess / Review</p>	<p><u>Y9</u> Number – Rounding Number – Multiply / Divide/Fractions Money Shape Temperature Assess / Review Maths Game</p>
	<p>Science <u>Y7</u> Living things and habitats</p> <p>Y8 Animals</p> <p>Y9 Light</p>	<p>Science <u>Y7</u> Space</p> <p>Y8 Sound and energy Rocks</p> <p>Y9 Humans inc Sex Ed</p>	<p>Science <u>Y7</u> Seasonal Changes</p> <p>Y8 Safety lessons (if possible) Solids, liquids and gases</p> <p>Y9 Humans inc Sex Ed</p>	<p>Science <u>Y7</u> Everyday materials</p> <p>Y8 Uses of materials</p> <p>Y9 Safety lessons (if possible) Changing materials</p>	<p>Science <u>Y7</u> Dinosaurs (and evolution)</p> <p>Y8 Forces</p> <p>Y9 Electricity</p>	<p>Science <u>Y7</u> Plants</p> <p>Y8 Body Systems</p> <p>Y9 Start KS4 prep</p>
	<p>DT Year 7 Marble Maze – RM</p> <p>Year 8 Clock – RM</p> <p>Year 9 Cartoon Head – RM and CAD</p>	<p>DT Year 7 Marble Maze – RM</p> <p>Year 8 Clock – RM</p> <p>Year 9 Cartoon Head – RM and CAD</p>	<p>DT Year 7 Glider – Kits</p> <p>Year 8 Flashing Badge – Electronics</p> <p>Year 9 Buzzer Game – RM/Electronics</p>	<p>DT Year 7 Pen keeper – RM</p> <p>Year 8 Flashing Badge – Electronics</p> <p>Year 9 Buzzer Game – RM/Electronics</p>	<p>DT Year 7 Slide Top Box – RM</p> <p>Year 8 Birdhouse – RM</p> <p>Year 9 Sweet Dispenser - RM</p>	<p>DT Year 7 Slide Top Box – RM</p> <p>Year 8 Birdhouse – RM</p> <p>Year 9 Sweet Dispenser - RM</p>

SEMI FORMAL	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration Number – musical maths, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition, finding number before and after, place value, sequences, ordinal numbers</p> <p>Time – analogue, digital, calendars, seasons, personal and visual routine, routine, timetables, diaries</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration Number – musical maths, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition, finding number before and after</p> <p>Measure – length, size, weight/mass</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration Number – musical maths, counting, subitizing sorting, 1:1 correspondence, number recognition, one and lots, number bonds, finding number before and after, arrays</p> <p>Data Handling – graphs, charts, position, direction</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration Number – musical maths, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, number bonds, finding number before and after, arrays</p> <p>2D/3D Shapes – repeating patterns, recognition, properties</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration Number – musical maths, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, finding number before and after, sharing</p> <p>Money – shopping Enterprise – present making to sell</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration Number – musical maths, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, finding number before and after, ordinal numbers, sharing</p> <p>Measure – irregular and regular capacity, temperature</p>	
	<p>Science The Human Body</p> <p>Human Body Health and hygiene, e.g. personal hygiene</p>	<p>Science Light</p> <p>Light and dark Shadows Our eyes: how we see light</p>	<p>Science Everyday Materials</p> <p>Testing materials/ suitability of different materials.</p>	<p>Science Forces</p> <p>Friction</p>	<p>Science Plants</p> <p>Exploring plants How do we use plants? Life cycle of a plant</p>	<p>Science Animals and Habitats</p> <p>What do animals need to survive? What makes animals suited to each habitat? Food chains</p>	
	<p>DT Year 7 Marble Maze – RM</p> <p>Year 8 Clock – RM</p> <p>Year 9 Cartoon Head – RM and CAD</p>	<p>DT Year 7 Marble Maze – RM</p> <p>Year 8 Clock – RM</p> <p>Year 9 Cartoon Head – RM and CAD</p>	<p>DT Year 7 Glider – Kits</p> <p>Year 8 Flashing Badge – Electronics</p> <p>Year 9 Buzzer Game – RM/Electronics</p>	<p>DT Year 7 Pen keeper – RM</p> <p>Year 8 Flashing Badge – Electronics</p> <p>Year 9 Buzzer Game – RM/Electronics</p>	<p>DT Year 7 Slide Top Box – RM</p> <p>Year 8 Birdhouse – RM</p> <p>Year 9 Sweet Dispenser - RM</p>	<p>DT Year 7 Slide Top Box – RM</p> <p>Year 8 Birdhouse – RM</p> <p>Year 9 Sweet Dispenser - RM</p>	

Physical and Personal Development	Entertainment	Transport	Water	At the pre-formal level, across all terms, the curriculum will include the following: Motor Skills, postural management, physio therapy, SMILE pack, sensology, sensory activities, story massage, Sherborne movement.		
YEAR 7	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p>Lifeskills Formal-Identity</p> <p>Understand our school and our own needs and how we get supported</p>	<p>Lifeskills Formal- Personal Hygiene, Appearance and Presentation</p> <p>To know how to use the toilet in a hygienic way. To understand why good hygiene is necessary, wash hands effectively, use a handkerchief/tissue appropriately. Brush teeth effectively. Know your</p>	<p>Lifeskills Formal- Out and about</p> <p>To know the basic green cross code. To know how to travel appropriately and safety on the taxi/ minibus. To know the type of behaviour that is expected when out in public and what to do if there is a problem</p>	<p>Lifeskills Formal- Eating Habits</p> <p>To know what I like to eat and how to share it with others, meal times. To know why it is important to have clean hands before eating. To know what the rules are for eating politely</p>	<p>Lifeskills Formal- Personal Safety</p> <p>To know which parts of your body are private and you have rights in relation to your body. To know what personal space is. To know how to ask for help around school.</p>	<p>Lifeskills Formal-Citizenship</p> <p>To understand the purpose of a vote and be able to carry out a vote within class. To understand that there are hierarchical systems all around us and think about who is in charge of the country. To be able to name some current prominent figures in our country. (Prime</p>

	<p>appearance changes as you get older. To know that different clothes are worn on different occasions.</p> <p><u>PSHRSE – Semi/Formal</u> Transition and Safety Financial Decision Making Respectful Relationships</p>	<p>appearance changes as you get older. To know that different clothes are worn on different occasions.</p> <p><u>PSHRSE – Semi/Formal</u> Developing skills and Aspirations Community and Careers Financial Decision Making</p>	<p>and improve my manners at the table</p> <p><u>PSHRSE – Semi/Formal</u> Digital Literacy Drugs and Alcohol Independence</p>	<p>and improve my manners at the table</p> <p><u>PSHRSE – Semi/Formal</u> Health & Puberty Identity & Relationships Families</p>	<p>Minister, Monarch, Leader of the Opposition</p> <p><u>PSHRSE – Semi/Formal</u> Building Relationships Discrimination Setting Goals</p>	<p>Minister, Monarch, Leader of the Opposition</p> <p><u>PSHRSE – Semi/Formal</u> Diversity Healthy Lifestyle Emotional Wellbeing</p>
	<p><u>PE - Formal</u> <i>To assess and improve basic coordination movements</i> Base line assessments Running, Jumping and Throwing activities, including handball/kickball</p> <p>Dance Extreme sports – individual – using changes of level within a performance</p> <p>Swimming Develop water confidence and basic stroke development</p> <p><u>PE - Semi Formal</u> To aim at various targets using different equipment To include NAK, Boccia and Soft Archery Swimming simple games</p>	<p><u>PE - Formal</u> Team Games To develop working with peers as part of a team. Uni Hoc/Table Cricket – Pentathlon Activities</p> <p>Dance Transformers – copying movements and developing</p> <p>Swimming Develop water confidence and basic stroke development</p> <p><u>PE – Semi Formal</u> Multi Skills – Team games To introduce some simple rules within team games Bench ball to Basketball – Panathlon Activities, Seated Volleyball Opportunities for peer interaction/sharing such as parachute games Swimming</p>	<p><u>PE - Formal</u> Net Wall Games To improve our skills of tracking an object. Short Tennis or Volleyball.</p> <p>Dance Cultural Dance – Chinese New Year Adding cultural references to perform a dance sequence</p> <p>Swimming Develop water confidence and basic stroke development</p> <p><u>PE – Semi Formal</u> Dance Stimulus dance video – focus on developing imitation and developing own ideas to produce routine and a performance Swimming</p>	<p><u>PE - Formal</u> Team Games To develop our throwing and catching skills. Tag Rugby and Bench ball</p> <p>Dance Winter Sports Using twisting and turning within dance, and working in small groups. BBC Dance Workshop</p> <p>Swimming Develop water confidence and basic stroke development</p> <p><u>PE – Semi Formal</u> Gymnastics Simple sequences on equipment. Increase actions and quality of movement. Changes of level and speed Swimming</p>	<p><u>PE – Formal</u> Athletics – Running, Jumping and Throwing – Measuring distances and timing, challenge ourselves.</p> <p>Dance - Exercise inspired – Individual – using various exercises to create a set dance to perform.</p> <p>Swimming - Develop water confidence and basic stroke development.</p> <p><u>PE - Semi Formal</u> Athletics – throwing at targets Scoring. Swimming</p>	<p><u>PE – Formal</u> Team Games Striking and fielding – Rounders & Kwik Cricket – tracking a ball, throwing and catching, working as a team, fielding techniques</p> <p>Dance – Group Dance – Skydiving – focus on changing levels and movement patterns involving various numbers of people.</p> <p>Swimming - Develop water confidence and basic stroke development.</p> <p><u>PE – Semi Formal</u> OAA Basic Orienteering activities. Forest Activities</p>
	<p><u>Cooking & Nutrition Formal</u> Y7 Amazing Autumn Farming (in history) Harvest Seasonality (months)</p>	<p><u>Cooking & Nutrition Formal</u> Y7 Winter Bake Off Festivals (family time) Cake methods Weighing and measuring</p>	<p><u>Cooking & Nutrition Formal</u> Y7 Brilliant Breakfasts Farming (tools & materials) Seasonality Farm to shop - grains</p>	<p><u>Cooking & Nutrition Formal</u> Y7 Fake Always Food miles & Packaging Health and nutrition Salt content</p>	<p><u>Cooking & Nutrition Formal</u> Y7 Sensational Salads Packaging Budget/Costing Grow your own</p>	<p><u>Cooking & Nutrition Formal</u> Y7 Berry Good Fruit dishes How do they grow? Cost of tinned/fresh/frozen</p>
	<p><u>LOTC Formal</u> Y7- Cherry Tree Award -Working together when gardening.</p>	<p><u>LOTC Formal</u> Y7- Cherry Tree Award -Camp fire safety</p>	<p><u>LOTC Formal</u> Y7- Cherry Tree Award -Caring for the Environment</p>	<p><u>LOTC Formal</u> Y7- Cherry Tree Award -Planting & caring for potatoes</p>	<p><u>LOTC Formal</u> Y7- Cherry Tree Award -Camp fire cooking</p>	<p><u>LOTC Formal</u> Y7- Cherry Tree Award -Caring for animals</p>

	LOTC Semi-Formal Y7- Cherry Tree Award -Working together when gardening.	LOTC Semi-Formal Y7- Cherry Tree Award -Camp fire safety	LOTC Semi-Formal Y7- Cherry Tree Award -Camp fire safety	LOTC Semi-Formal Y7- Cherry Tree Award -Camp fire safety	LOTC Semi-Formal Y7- Cherry Tree Award -Camp fire safety	LOTC Semi-Formal Y7- Cherry Tree Award -Camp fire safety
YEAR 8	Lifeskills- Formal Household skills and eating habits To know how to use products and equipment to clean rooms. To use good table manners and know the rules are for eating politely. To reinforce knife/fork skills. To understand that there are appropriate topics of conversation for using at the table.	Lifeskills- Formal Personal Safety To know how to behave appropriately in different places. Respect people's personal space. To know how to be assertive when someone is too close to you. To know how to be a safe passenger.	Lifeskills- Formal Citizenship Understand the role of police and how laws are made. Taking part in a "secret ballot" and accepting the consequences of the vote	Lifeskills- Formal Identity To understand how Silverwood supports our needs and understand other people's needs.	Lifeskills-Formal Personal Hygiene, Appearance and Presentation. To know how to maintain good hygiene during adolescence. To know that personal grooming is important. To know what clothes will be essential for a school trip away.	Lifeskills-Formal Out and About To know how to behave safely as a pedestrian To know the type of behaviour that is expected when out in public – queuing and waiting, being polite.
	PSHRSE – Semi/Formal Transition and Safety Financial Decision Making Respectful Relationships	PSHRSE – Semi/Formal Developing skills and Aspirations Community and Careers Financial Decision Making	PSHRSE – Semi/Formal Digital Literacy Drugs and Alcohol Independence	PSHRSE – Semi/Formal Health & Puberty Identity & Relationships Families	PSHRSE – Semi/Formal Building Relationships Discrimination Setting Goals	PSHRSE – Semi/Formal Diversity Healthy Lifestyle Emotional Wellbeing
	PE - Formal Target Games <i>To aim at various targets using different equipment</i> To include NAK, Boccia and Soft Archery Dance Rollercoaster – small groups – using changes of level and tempo to develop performance Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills PE – Semi Formal Target Games To aim at various targets using different equipment To include NAK, Boccia and Soft Archery Swimming	PE - Formal Team Games To introduce positional play within a team Bench ball to Basketball – Pentathlon Activities Dance Eye of the Tiger – pairs – developing unison and mirroring within performances Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills PE – Semi Formal Team Games To introduce some simple rules within team games Bench ball to Basketball – Panathlon Activities, Seated Volleyball	PE Formal Fitness To understand how to improve our fitness and immediate effects of it. Circuits/Sensory/Fitness Gymnastics Using balance and locomotion to create a performance. Pairs Sequence Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills PE – Semi Formal Dance Stimulus dance video – focus on developing imitation and developing own ideas to produce routine and a performance Swimming	PE Formal Team Games To introduce positions and basic attack and defence. Football or Bench ball Dance Clocks and time Using Unison and Cannon within a group performance, that includes changes in pathways. Dr Who Theme music. Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills PE – Semi Formal Gymnastics Simple sequences on equipment. Increase actions and quality of movement. Changes of level and speed Swimming	PE – Formal Athletics – Running, Jumping and Throwing – Measuring distances and timing, challenge ourselves. Dance – Fitness Aerobics. Using dance as means to improve fitness, looking at timing and using entire bodies. Swimming -_Skills development (distance) and Personal Survival skills. PE – Pre/Semi Formal – Athletics – throwing at targets Scoring. Swimming	PE – Formal Team Games Striking and fielding – Rounders & Kwik Cricket – tracking a ball, throwing and catching, working as a team, fielding techniques Dance - Group dance – Cultural – Haka – Learning a set routine that includes changes in level, mirroring partners. Swimming - Stroke development distance) and Personal Survival skills. PE – Semi Formal Team Games Striking and fielding –. Tracking a ball, throwing and catching, working as a team, fielding techniques. Working towards mini games e.g. Mini Rounders, Kwik Cricket. Swimming

		Opportunities for peer interaction/sharing such as parachute games Swimming				
	Cooking and Nutrition Y8 Harvest Time Festival (time together) Baking Grains (time to grow)	Cooking and Nutrition Y8 Festivals Diwali, Halloween Fireworks Christmas (Changes in history)	Cooking and Nutrition Y8 Around the World Where dishes come from Food miles Chinese New Year	Cooking and Nutrition Y8 Super Seasonal Foods Types of farming Local produce Carbon footprint Seasonality	Cooking and Nutrition Y8 Edible Garden Dishes from food you could grow in your back garden Seasonality Keep costs low	Cooking and Nutrition Y8 Food for sport Food groups Carbohydrates = fuel Assess 'protein drinks' etc
	LOTC Formal Y8- Oak Tree Award -Working together on tasks outdoors.	LOTC Formal Y8- Oak Tree Award -Recycling	LOTC Formal Y8- Oak Tree Award -Wellbeing	LOTC Formal Y8-Oak Tree Award -Environmental learning	LOTC Formal Y8-Oak Tree Award -Respect and following instructions	LOTC Formal Y8-Oak Tree Award -Gardening/problem solving
	LOTC Semi-Formal Y8- Oak Tree Award -Working together on tasks outside.	LOTC Semi-Formal Y8- Oak Tree Award -Recycling	LOTC Semi-Formal Y8- Oak Tree Award -Recycling	LOTC Semi-Formal Y8- Oak Tree Award -Recycling	LOTC Semi-Formal Y8- Oak Tree Award -Recycling	LOTC Semi-Formal Y8- Oak Tree Award -Recycling
YEAR 9	Lifeskills- formal Personal Safety To understand the difference between public and private information. To recognise the dangers of sharing private information. To understand that there are some dangers in public places.	Lifeskills- Formal Identity To understand the Annual Review process and how you can contribute to it	Lifeskills-formal Personal Hygiene, Appearance and Presentation To understand the need for a daily routine for personal care – morning/ night To know that different events have a different dress code. To understand that body language and eye contact are important – first impressions count.	Lifeskills- formal Out and About To know the type of behaviour that is expected when out in public – queuing and waiting, being polite. To know what to do if there is a problem whilst out and about.	Lifeskills – formal Household Skills and Eating Habits To know how to use products and equipment to clean a room. To understand the safety aspects of cleaning a hob or fridge – dangers such as heat, bacteria etc. To understand that it is important to have clean hands before eating finger foods.	Lifeskills- formal- Citizenship Understanding importance of democracy and identify our key political parties. How laws are made in parliament Understand that not all countries are democracies and impact of this
	PSHRSE – Semi/Formal Transition and Safety Financial Decision Making Respectful Relationships	PSHRSE – Semi/Formal Developing skills and Aspirations Community and Careers Financial Decision Making	PSHRSE – Semi/Formal Digital Literacy Drugs and Alcohol Independence	PSHRSE – Semi/Formal Health & Puberty Identity & Relationships Families	PSHRSE – Semi/Formal Building Relationships Discrimination Setting Goals	PSHRSE – Semi/Formal Diversity Healthy Lifestyle Emotional Wellbeing
	PE - Formal Net/Wall Games <i>To understand basic attacking and defensive play as a team.</i> Short Tennis /Badminton	PE - Formal Individual and pair activities To understand some basic tactics that can be used in games. NAK and Boccia – Pentathlon Activities	PE - Formal Invasion Games To begin to develop strategies and greater positional awareness. Football and or Basketball	PE - Formal Fitness To understand basic directions and within the environment and to perform a task over a prolonged period of time. Orienteering and Cross Country	PE – Formal Athletics – Running, Jumping and Throwing – Measuring distances and timing, challenge ourselves.	PE – Formal Team Games Striking and fielding – Rounders & Kwik Cricket – tracking a ball, throwing and catching, working as a team, fielding techniques

<p>Dance Ghostbusters - <i>Perform a dance with a movie theme</i></p> <p>PE – Semi Formal Target Games To aim at various targets using different equipment To include NAK, Boccia and Soft Archery Swimming</p>	<p>Dance Street Dance - Developing Rhythm, using entire body, and Unison.</p> <p>PE – Semi Formal Team Games To introduce some simple rules within team games Bench ball to Basketball – Panathlon Activities, Seated Volleyball Opportunities for peer interaction/sharing such as parachute games Swimming</p>	<p>Dance Contrasts – Stomp. Ways of creating sounds and dance using our bodies</p> <p>PE – Semi Formal Dance Stimulus dance video – focus on developing imitation and developing own ideas to produce routine and a performance Swimming</p>	<p>Gymnastics Flight - Creating sequences to include elements of flight.</p> <p>PE – Semi Formal Gymnastics Simple sequences on equipment. Increase actions and quality of movement. Changes of level and speed Swimming</p>	<p>Dance - Chorography – Create own dance – Using a set piece of music pupils to create their own dance inspired by a sport or movie</p> <p>PE – Semi Formal Athletics – throwing at targets Scoring. Swimming</p>	<p>Dance – Group Dance – ‘Eye of the tiger’ Dance inspired by the boxing movements, moving using the beat, and using ‘ques’ to know when movements change</p> <p>PE – Semi Formal Team Games Striking and fielding –. Tracking a ball, throwing and catching, working as a team, fielding techniques. Working towards mini games e.g. Mini Rounders, Kwik Cricket. Swimming</p>
<p>Cooking and Nutrition Y9 British Bake Off Harvest theme Baking methods (use of timers / clock reading) Weighing and measuring skills</p>	<p>Cooking and Nutrition Y9 Celebrations Diwali, Halloween, Fireworks Christmas cooking (time spent together) (Clock reading/timers)</p>	<p>Cooking and Nutrition Y9 On the Farm Where food comes from Seasonality Local Produce Farm to fork journey</p>	<p>Cooking and Nutrition Y9 Global Foods Where food comes from Food Miles Packaging</p>	<p>Cooking & Nutrition Y9 Out and about Picnics Cost of shop bought vs homemade Compare nutritional values</p>	<p>Cooking & Nutrition Y9 Nutrilicious Food groups Food for sport Sports day snacks How to stay healthy on a budget</p>
<p>LOTC Formal Y9- Beech Tree Award -Trees</p> <p>DofE Bronze Y9- Volunteering Fundraising</p> <p>LOTC Semi-Formal Y9- Beech Tree Award -Trees</p>	<p>LOTC Formal Y9- Beech Tree Award -Animal feeding</p> <p>DofE Bronze Y9- Volunteering Fundraising</p> <p>LOTC Semi-Formal Y9- Beech Tree Award -Animal feeding</p>	<p>LOTC Formal Y9- Beech Tree Award -Whittling and campfire cooking.</p> <p>DofE Bronze Y9- Volunteering Fundraising</p> <p>LOTC Semi-Formal Y9- Beech Tree Award -Animal feeding</p>	<p>LOTC Formal Y9- Beech Tree Award -Observing the life cycle of a seed.</p> <p>DofE Bronze Y9- Skills-Expedition Skills- Navigation</p> <p>LOTC Semi-Formal Y9- Beech Tree Award -Animal feeding</p>	<p>LOTC Formal Y9- Beech Tree Award - Observing the life cycle of a seed</p> <p>DofE Bronze Y9- Skills-Expedition Skills Local walks</p> <p>LOTC Semi-Formal Y9- Beech Tree Award -Animal feeding</p>	<p>LOTC Formal Y9- Beech Tree Award -Harvesting/ Shelter building</p> <p>DofE Bronze Y9- Skills-Expedition Skills Camp craft</p> <p>LOTC Semi-Formal Y9- Beech Tree Award -Animal feeding</p>