

KS4 Nurture Long term plan- Half termly curriculum overview

Summer 1 – Olympics (6 Weeks)

Understanding the World (UTW)	Expressive Arts and Design (EA&D)	Personal, Social and Emotional Development (PSED)	Physical Development (DP)
<ul style="list-style-type: none"> <li>• Pupils will use a computer to work with a variety of sources (writing, pictures and sound) (IT)</li> <li>• Pupils will use input devices to manipulate items on a computer. (IT)</li> <li>• Pupils will identify key landmarks in the UK and another country. (G)</li> <li>• Pupils will recognise key physical or human feature from the UK on a map (G)</li> <li>• Pupils will recognise a physical or human features from another country on a map.</li> <li>• Pupils will be able to explore similarities and differences between two countries. (G)</li> <li>• Pupils will identify differences between old and new everyday objects (H)</li> <li>• Pupils will ask questions to find similarities and differences between past and present (H)</li> <li>• Pupils will begin to use information from pictures to answer questions (H)</li> <li>• Pupils will describe an artefact in some detail (H)</li> <li>• Pupils will compare sports through time, include studies of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will understand what a National Anthem is. (M)</li> <li>• Pupils will know National Anthems are an important part of the Olympic games.</li> <li>• Pupils will compare National Anthems of other countries.</li> <li>• Pupils will practise and perform a song - National Anthem (M)</li> <li>• Pupils will explore the work of Pop Art artists (A)</li> <li>• Pupils will name the primary and secondary colours and find them on a colour wheel (A)</li> <li>• Pupils will create pop art effects (using text and complimentary colours) (A)</li> <li>• Pupils will create different tones in artwork.(A)</li> <li>• Pupils will develop own photography techniques (A)</li> <li>• Pupils will create a series of prints in the style of Pop Art</li> </ul> <p>Creative Explorers</p> <ul style="list-style-type: none"> <li>• Pupils will participate in an adult led activity and can co-operate with my peers</li> <li>• Pupils will show an interest in new activities</li> <li>• Pupils will navigate the forest independently</li> <li>• Pupils will use a range of Gross Motor skills effective</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will describe strengths of athletes (careers)</li> <li>• Pupils will listen to others and remember facts (c)</li> <li>• Pupils will know athletes need resilience</li> <li>• Pupils will know how to overcome difficulties (c)</li> <li>• Pupils will identify and plan a budget for meals</li> <li>• Pupils will make a meal from another country and evaluate success of recipe.</li> </ul> <p>Life skills</p> <ul style="list-style-type: none"> <li>• Pupils will identify benefits of leisure time share own opinions about leisure activities</li> <li>• Pupils will state interest out of school</li> <li>• Pupils will discuss and find local groups they can join</li> <li>• Pupils will discuss hobbies and see how they are relevant for Post 16.</li> <li>• Pupils will participate in leisure activities</li> <li>• Pupils will recognise changes to own body (puberty)</li> <li>• Pupils will brush and style own hair</li> <li>• Pupils will know how to book a taxi with support</li> <li>• Pupils will recognise dangers on the road</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will respond to simple rules</li> <li>• Pupils will work in small groups.</li> <li>• Pupils will change direction at different speeds.</li> <li>• Pupils will throw and catch a ball.</li> <li>• Pupils will hit a stationary ball within an adapted striking and fielding game.</li> </ul>

<p>Ancient Greek artefact depicting Olympic sports (H)</p> <ul style="list-style-type: none"> <li>• Pupils will study individuals of historical interest in sport. (H)</li> <li>• Pupils will order the stages of the human life cycle (S)</li> <li>• Pupils will know the health benefits of a balanced diet</li> <li>• Pupils will know exercise can help us keep healthy.</li> <li>• Pupils will investigate the impact of exercise on body (S)</li> <li>• Pupils will make predictions and consider what will happen</li> <li>• Pupils will attempt to give a reason for what happened (S)</li> <li>• Pupils will give a reason why they think a test is fair/ not fair (S)</li> <li>• Pupils will fill in a simple results chart with help (S)</li> <li>• Pupils will use senses as appropriate (S)</li> </ul> <p>Food technology</p> <ul style="list-style-type: none"> <li>• Pupils will explore and evaluate existing products.</li> <li>• Pupils will prepare and make a healthy salad</li> <li>• Pupils will explain their own food preferences, identifying likes and dislikes.</li> </ul> <p><u>RE</u></p> <ul style="list-style-type: none"> <li>• Pupils will know describe some religious objects</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will tie a knot with support</li> <li>• Pupils will suggest ways of using natural or found materials</li> <li>• Pupils will use natural materials effectively</li> <li>• Pupils will identify appropriate materials for a job</li> <li>• Pupils will share materials with others</li> <li>• Pupils will watch a demonstration of a task</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to walk sensibly and cross a road safely.</li> </ul> <p>PSHE</p> <ul style="list-style-type: none"> <li>• Pupils will know laws keep us safe.</li> <li>• Pupils will know that everyone has basic human rights.</li> <li>• Pupils will identify four zones of regulation.</li> <li>• Pupils will know strategies to manage own emotions</li> <li>• Pupils will know people may use different strategies to manage their emotions.</li> <li>• Pupils will know the process of human reproduction.</li> <li>• Pupils will know who can have sexual relationships, according to the law.</li> <li>• Pupils will understand the term 'safe sex'</li> <li>• Pupils will identify different types of contraception.</li> </ul>	
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<ul style="list-style-type: none"><li>• Pupils will be able to describe religious buildings</li><li>• Pupils will be able to identify some religious objects and places</li><li>• Pupils will be able to recognise between right and wrong</li><li>• Pupils will be sensitive to others feelings and show respect</li></ul>			
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Solar Steps 6- 8