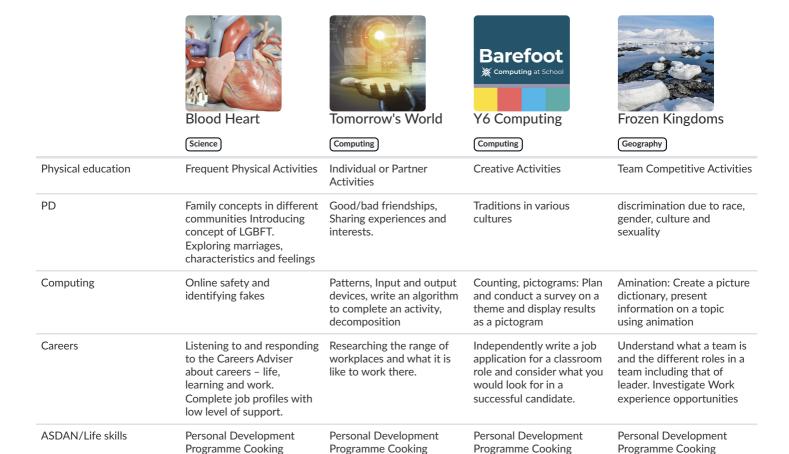


Medeshamstede Academy Class plan - g. Upper Pathway 3 Cycle A

| | Blood Heart | Tomorrow's World | Barefoot ** computing at School Y6 Computing | Frozen Kingdoms |
|---------------------------------------|---|--|---|---|
| | Science | Computing | Computing | Geography |
| Planned term | Autumn 1 (header is a placeholder) | Autumn 2 (header is a placeholder) | Spring 1 (header is a placeholder) | Spring 1 (header is a placeholder) |
| Mathematics | Maths at an appropriate individual level to support qualification pathway | Maths at an appropriate individual level to support qualification pathway | Maths at an appropriate individual level to support qualification pathway | Maths at an appropriate individual level to support qualification pathway |
| English | English to support qualification pathway Reading 'Blackberry Picking' and writing own protest poems Developing understanding of figurative language, to create own protest poems. | English to support qualification pathway Writing own stories with a clear structure and using dialogue and paragraphs. Students will be examined at Entry 2, Entry 3 and Level 1. | English to support qualification pathway Exploring Shakespeare - 'Romeo and Juliet' Completing written work at an Entry 2, Entry 3 or Level 1 | English to support qualification pathway Reading a written play. Writing and filming own short plays and scenarios |
| Suggested text | 'Blackberry Picking | Range of student selected fiction texts | Romeo and Juliet Westside Story | Bombs and Blackberries' |
| Communication & Language | Black History Month presentations | Discussion and debates | Challenging a point of view | Accepting criticism in a positive way |
| Reading & Phonics | RWI Fresh start (for those requiring phonics mastery) Word reading | RWI Fresh start (for those requiring phonics mastery) Word reading | RWI Fresh start (for those requiring phonics mastery) Word reading | RWI Fresh start (for those requiring phonics mastery) Word reading |
| Science | Hot stuff: Heat vs temperature, transfer of heat energy, changes of state | You Only Have One Life - Look After It : How lifestyle choices affect health, making healthier choices | Full Spectrum : Electromagnetic spectrum, uses and dangers, wireless technology | Creepy Crawlies: Photosynthesis, food webs, adaptation |
| Humanities | The Home Front in Britain during WW2 Researching black soldiers in both World Wars | Who is the greatest footballer in the World ever? Pele or Bobby Moore? Preparing for class debate | People and Protest. Civil Rights in the USA and the UK. | People and Protest: The Suffragettes and Feminism, LGBTQ and Disability discrimination. Exploring how we can make the world a fairer place for everyone. |
| Personal, social and health education | PSHE - Jigsaw at an appropriate level-(Being Me in My World)'Who am I and how do I fit?' | PSHE-Jigsaw at an appropriate level- (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique | PSHE- Jigsaw at an appropriate level- (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this | PSHE-Jigsaw at the appropriate level -(Healthy Me)Being and keeping safe and healthy |
| RE | Festivals and Celebrations Explore why festivals are important to individual believers and the wider community. | Festivals and Celebrations Explore why festivals are important to individual believers and the wider community. | Explore the meaning behind New Year traditions, Chinese New Year, Holi and Nowruz celebrations | Jewish festival of Pesach, Holy Week and Orthodox and Coptic Easter |
| Art and design | Still life - Fantastic and Strange Research Artists related to theme, create a personal response. Add depth to work by exploring different mediums / observational drawings / line / tone / shape and form. | Still life - Fantastic and Strange-develop ideas about how you fell when looking at the work of particular artists. Create a final piece using your chosen artist as inspiration. | Geometric Art-choose favourite artist's work and create a personal response Add depth to work by exploring different mediums / observational drawings / line / tone / shape and form | Geometric Art-develop ideas about how you fell when looking at the work of particular artists. Create a final piece using your chosen artist as inspiration. |





Champion

Physical education



Firedamp and Davy Lamps

| | | History |
|---------------------------------------|--|---|
| Planned term | Summer 1 (header is a placeholder) | Summer 2 (header is a placeholder) |
| Mathematics | Maths at an appropriate individual level to support qualification pathway | Maths at an appropriate individual level to support qualification pathway |
| English | English to support qualification pathway Communicating Experience-Reflections on our time at MHA KS4 and our hopes and dreams for the future. Completing the examination at either Entry 2, Entry 3 or Level 1. | English to support qualification pathway Writing CVs and job applications Filming a range of interviews. |
| Suggested text | Secret Diary of Adrian Mole | Collected speeches |
| Communication & Language | Creating a presentation - who am I presenting to? | Using language in different ways to share a message. |
| Reading & Phonics | RWI Fresh start (for those requiring phonics mastery) Word reading | RWI Fresh start (for those requiring phonics mastery) Word reading |
| Science | Food Factory: Soil and farming methods, plant propagation, selective breeding | Working with Science: Activities that look at how science is used in manufacture or industry |
| Humanities | Sustainable Tourism Looking at the advantages and disadvantages of global tourism | Sustainable Tourism Looking at the advantages and disadvantages of global tourism. |
| Personal, social and health education | PSHE -Jigsaw at the appropriate level (Relationships)Building positive, healthy relationships | PSHE -Jigsaw at the appropriate level (Changing Me) Coping positively with change. |
| RE | Religious Buildings Naming the features inside religious buildings and how they are used in worship. | Religious Buildings Understanding why religious buildings are important to believers and the wider community. |
| Art and design | Photography and Nature- choose favourite artist's work and create a personal response. Add depth to work by exploring different mediums / observational drawings / line / tone / shape and form | Photography and Nature-develop ideas about how you fell when looking at the work of particular artists. Create a final piece using your chosen artist as inspiration. |
| Physical education | Adventurous Activity | Athletic activities |
| PD | marriage/weddings/civil ceremonies and commitment | Exploring LGBTQ+ issues |
| Computing | Presentations, photos: Create a fact file or review in presentation software, searching for images to use and copyright | Letters, Text: Digital footprint, using text editing tools |



Champion

Physical education



Firedamp and Davy Lamps

History

| Careers | Understand what a charity is and how charities can create change. Charity fundraising project | Identi in der create advar |
|---------|---|-------------------------------------|
| | | |

Identify jobs that are more in demand or have been created because of advances in technology.

ASDAN/Life skills Personal Development Programme Cooking

Personal Development Programme Cooking