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| **2024- 2025**  KS3 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Themes** | **Famous People** | **Countries Around the World** | **Healthy Eating** | **Tudors** | **Climate** | **Gardening and the Environment** |
| **Equals Semi-Formal Units** | The World About Us – History and the Passing of Time | The World About Us - Festivals | The World About Me -Food | The World About Me – History and the Passing Time | The World About Me - Weather | The World About Me - Life Cycles of Plants and Animals |
| The World About Us - People | Independence – Travel Training | The World About Me - Festivals | The World About Me - Food | The World About Me -Water | The World About Me - Seasons |
| Independence - Dressing | The World About Us - People | Independence - Cooking | The World About Me – People | The World About Me - Recycling | The World About Me - Weather |
|  | Independence - Dressing | Independence - Shopping | Independence - Dressing | The World About Me - Seasons | Independence – Cooking |
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| **Formal Curriculum Units** | The world about us - People | The world about us- festivals | The World About Me -Food | The World About Me – History and the Passing Time | The World About Me - Weather | The World About Me - Life Cycles of Plants and Animals |
| The World About Us – History and the Passing of Time | Independence – Travel Training | The World About Me - Festivals | The World About Me - Food | The World About Me -Water | The World About Me - Seasons |
| Independence - Dressing | The World About Me - People | Independence - Cooking | The World About Me – People | The World About Me - Recycling | The World About Me - Weather |
|  | Independence - Dressing | Independence - Shopping | Independence - Dressing | The World About Me - Seasons | Independence – Cooking |
| **Communication, Problem Solving, and Independence Units are taught throughout the Equals curriculum** | | | | | |
| **Content of Learning** | | | | | | |
| **2024-2025** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English**  **(3 lessons)** | Carousel of Activities including:  Reading Comprehensions (Fiction, Poetry & Non-Fiction)  Writing sentences - Colourful Semantics  Writing Sentences – Clicker8  Writing Activities – Descriptive Writing, Letters, Emails, Invitations, Reports, Fact Files  Story sequencing & Retelling stories  Reading/Spelling High Frequency Words HFW  Read Write Inc Phonics  Speaking & Listening Activities  Handwriting  Spelling, Punctuation & Grammar (SPAG) Skills Builder | | | | | |
| **Maths**  **(3 lessons)** | Number and the Number System  Counting and Comparing | Investigating Properties of Shapes  Calculating Addition and Subtraction | Exploring Time  Calculating Multiplication and Division | Calculating Addition and Subtraction  Exploring Fractions | Measuring Space  Exploring Money | Building on Knowledge of Number and the Number System  Presentation of Data |
| Equals Lesson Content - The lessons will be guided by pupils’ interests, engagement and knowledge alongside their personal EHCP outcomes. The Equals Curriculum covering content as below linked to the Themes: **5 x lessons per week** | | | | | | |
| **Humanities Including; History/ Geography/ RE**  **(5 Equals lessons)** | Similarities and Differences Between People Now and in the Past  Explore Origins of Famous People | Christmas Around the World  Traffic and Transport Around the World  Cultures & Languages Around the World  Famous Landmarks Around the World | Origins of Foods  Cultural and Religious foods  Exploring Subsidiary Areas of Food  Food Insecurity | Tudor Jobs  Tudor Kings & Queens  Crime & Punishment  Tudor Schools  Religion in Tudor Times  Life for Families in Tudor Times | Climate Change Around the World Global Warming  Effects on Wildlife  Extreme Weather Events  Climates in Nothern/Southern Hemisphere | Plants/Crops Grown Around the World in Different Climates |
| **Science**  **(5 Equals lessons)** | Famous Scientists and their Discoveries | Forces  Volcanoes Around the World  Coral Reefs Around the World | Food and Nutrition  Breathing  Classifying foods | Mixtures - Medicines  Medical Cures in Tudor times | Energy and Electricity  Renewable Energy - Solar Power | Growth of Plants and Reproduction |
| **PSHE (2 lessons)** | Talkabout – Body Language  Keeping Fit | Talkabout – The Way we Talk  First Aid  Personal Hygiene | Talkabout - Conversations  Cleaning the Home  Re-Cycling | Talkabout – Assertiveness    Cooking Healthy Meals | Talkabout – Group Cohesion  Relationships | Travel Training  Road Safety  Personal Safety |
| **ICT (1 lesson)** | Digital ESafety  Microsoft applications including Excel, Powerpoint, Office and Teams | Touch Typing Technology including iPads | Using Search Engines and Websites | Exchanging Information; E-Mail, Texting, Using a mobile phone | Developing knowledge of Microsoft applications. | Creativity ICT project – using a range of skills taught over the year to create a document. |
| **EHCP (1 lesson a week)** | Key Transitions  Education and Training | Health and Well-Being | Friends, Community, Life and Leisure | Preparation for Independent Living | Preparation for Employment | Key Transitions |
| **Outdoor Learning**  **(2 x lessons)** | Senses  Blind trail  Exploring touch | Making Music | Team games | Making food | Orienteering  Scavenger Hunt | First Aid  Den building |
| **Skills Builder (2 lessons)** | Essential skills looked at:   * Teamwork * Speaking & Listening * Creativity * Leadership * Problem Solving * Aiming High * Staying Positive | | | | | |
| *Using Skills Builder framework and resources to run sessions promoting each essential skill. Regular reflections and use Skills Passports to support.* | | | | | | |
| **Careers Focus** | Famous jobs | Jobs Abroad | Catering Jobs | Jobs in Culture | Environmental Jobs | Outdoor Jobs |
| **Gatsby Standards** | Benchmark 4 | Benchmark 3, 4 | Benchmark 4, 5 & 6 | Benchmark 4,6 | Benchmark 4, 5 | Benchmark 4,5 & 6 |
| **Potential out the classroom learning experiences** | TransPennine Trail  Sale Water Park | St Johns Ambulance  Fire Ground Museum Greater Manchester | Re-Cycling Centre | Little Moreton Hall  Bramhall Hall | Conway Centres – Delamere Forest | RHS Gardens |
| **Music/Drama, PE, Food Technology, Woodwork and Art** are taught by specialist subject teachers and current curriculum content of these lessons is similar to that of Mainbody Curriculum – **8 Lessons** | | | | | | |
| **Functional ICT, English and Mathematics Skills** are also taught throughout the Equals Curriculum in everyday activities and are not subject specific.  **Maths, English & Functional ICT** all follow similar schemes of work to Mainbody Curriculum and have flexibility for movement into other classes when appropriate for students. | | | | | | |

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| **LEARNING INTENTIONS** | **ASSESSMENT** | **CROSS CURRICULAR LINKS** | **SMSC** | **BRITISH VALUES** | **CAREERS** |
| Learning intentions are all taken from Equals Semi – Formal and Formal Curriculum schemes of work and taught through themes as shown on curriculum map.  Learning intentions are also linked to students EHCP to ensure these are personalised and the curriculum is centred around the student’s needs. | Use of Solo Taxonomy  Use of Scaffolding – Verbal and Written Formal assessment  Marking work in books Identifying significant learning in with folded corners including Next Steps.  Use of photographs and videos to show student’s learning.  Use of Observation Tracker to record student’s progress | Equals topics will run into a range of subjects.  PSHE, ENGLISH, MATHS, RE, SCIENCE, HUMANITIES, ART, MUSIC AND LIFE AND LIVING are all following the same theme | **Spiritual:** Examples: sense of self, unique potential,  understanding strengths and weaknesses,  curiosity about themselves and their place in  the world increases, fundamental questions.  They develop the knowledge, skills, foster  their own inner lives and non-material wellbeing.  **Moral:** Examples: right and wrong, moral conflict, a concern for others, will to do what is right,  reflect on the consequences of their actions  and learn how to forgive themselves and others. They develop the knowledge, skills, and responsible moral decisions.  **Social:** Examples: the responsibilities, rights of being members of families and communities (local,  national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities.  **Cultural:** Examples: cultural traditions, respect for their own culture and that of others, an interest in  differences, understand, appreciate and contribute to culture. | **Mutual Respect –** Pupils treating others how they would like to be treated, respecting others at all times and working together with members of the class.  **Tolerance** – throughout life and living sessions learning about others including different faiths and cultures, listen and respect other people’s viewpoints, learning about diversity throughout.  **Democracy** – making decisions as a class/group and giving each student a right to be heard/their opinion.  **Rule of law** – following the rules, discussing and learning about rules for different things. Understanding why they are important and developing rules in the activities to keep order.  **Freedom of liberty** – pupils having their own opinions and others showing mutual respect. Pupils being able to make their own choices when it comes to various activities. | Finding out about the range of jobs available  Taking part in various ‘work experiences’  Having a range of activities within each of the topics and exploring the jobs available.  Investigating about their next steps through this learning  Learning and carrying out transferable skills in each of the topics and relating how the skills maybe useful in their lifetime.  Making links between the skills learnt and the activities carried out in lessons, particularly using the skills identified in skills builder lessons and transferring to other areas of the curriculum,  Visiting many local places and meeting new people finding out about the wider world. |