

## Sequence & Learning Progression Guidance for planning

**Subject: Our world**

**Area: Citizenship**

**Phase: Post 16**

<b>Provision (when/how)</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
<p>Thematic Life skills challenge</p>	<p>Know the meaning of democracy, rule of law, individual liberty and mutual respect and tolerance. Recall key facts from different news events locally and from around the world. Understand the difference between right and wrong and about criminal activity as a citizen of the UK and the consequences. Develop an understanding of the rights that consumers have when purchasing goods Develop awareness of community facilities and their uses. Learn about different cultures, take part in events to celebrate the culture of a different country and compare with own. Recognise that there are different religions, ways to worship and places to worship. State the specific needs / care requirements of a variety of animals Learn about recycling in own home. Explore different types of recyclable material. Identify the positive and negative actions humans have on the natural environment.</p> <p>Finance Know the different sources of income. Understand how banks (including online banks) work for individuals and practise using a bank card. Practice budgeting for food and household expenses – know about bills including utilities. Know risks and how to keep money safe.</p>	<p>Participate Contribute Values Responsible Help others Local national</p>

**Phase: KS4**

<b>Provision (when/how)</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Thematic	<p>Learn about laws and criminal justice system.</p> <p>Learn about outside influences such as peer pressure, to break the law or do wrong and develop strategies to ask for help.</p> <p>Learn about democracy – local and national system.</p> <p>Learn about prejudice and recognise behaviours which discriminate against others including prejudice-based language and behaviour, offline and online.</p> <p>Attitudes towards spending and saving.</p> <p>How spending decisions based on priorities, needs and wants.</p> <p>Risks – how money can be lost or stolen, gambling, scams etc..</p> <p>How money impacts on feelings and emotions.</p>	<p>Rules</p> <p>Democracy</p> <p>Prejudice</p> <p>saving money</p>

**Phase: KS3**

<b>Provision (when/how)</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Thematic 1 lesson a week	<p>Need for rules and laws and consequences of not following them.</p> <p>Recognise there are human rights.</p> <p>Relationship between rights and responsibilities.</p> <p>Caring for others and showing concern and compassion.</p> <p>Caring for living things.</p> <p>Caring for the environment – how everyday choices can affect environment.</p> <p>Identify different groups in the community and their contributions.</p> <p>Learn about diversity and benefits of living in diverse community.</p> <p>Learn about stereotypes and how to challenge them.</p> <p>Learn about different ways to pay for things and choices people have.</p> <p>How spending decisions affect others and the environment.</p> <p>Risks and how to keep money safe.</p>	<p>Rules</p> <p>difference</p> <p>Friends</p> <p>Strangers</p> <p>Kindness peer</p> <p>pressure</p> <p>Money</p>

**Phase: KS2**

<b>Provision (when/how)</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Thematic	<p>Learn about what rules are and why they are needed.</p> <p>Learn about caring for others.</p> <p>Learn about caring for animals.                      Caring for the environment.</p> <p>Identify things which can be recycled.    Groups they belong to.</p> <p>Similarities and differences and respecting others.</p> <p>Learn about personal identity and what contributes to who we are.</p> <p>Money – what is it? Where does it come from?</p> <p>Spending choices      Looking after money.                      Needs and wants</p>	<p>Rules</p> <p>Money</p> <p>Difference</p> <p>caring</p> <p>Environment</p>

**Phase: KS1**

<b>Provision (when/how)</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Thematic	<p>Identify when an area needs cleaning and equipment required.</p> <p>Tidy up after an activity with increasing independence.</p> <p>Put things in recycling bin.</p> <p>Recognise a range of shops and know what they sell.</p> <p>Understand money is used to buy objects.</p> <p>Interacts in new environments appropriately.</p> <p>Behaves safely during transitions around the school.</p>	<p>Tidy</p> <p>Bin</p> <p>Sell</p> <p>Buy</p> <p>safe</p>

**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Thematic	<p>Take part in cleaning and clearing up routines.</p> <p>Put things in a bin.                      Take part in role play shop activities.</p> <p>Tolerate different environments.</p> <p>Understands and responds to 'stop' from an adult.</p> <p>Access the community with an adult.</p>	<p>Stop</p> <p>Go</p> <p>Happy</p> <p>Sad</p> <p>Kind</p> <p>share</p>

## Sequence & Learning Progression Guidance for planning

Learning area: **Science**

Area: **Biology**

Phase: **Post 16**

Provision (when/how)	Skills/Knowledge	Questions/ Vocabulary
<p>Cross curricular ASDAN life skills functional accreditation</p>	<p><b>Healthy Eating</b> Make choices of what to eat for a snack and a meal. Plan and prepare a meal, including identifying and following a recipe, costing and buying ingredients, clearing away. Identify healthy options when eating out.</p> <p><b>Exercise</b> Have weekly access to sport and leisure activities in school and in the community. Access leisure activities in the community to try out potential interests and hobbies which may be continue post school. Know the positive effects of participating in sport and exercise and the negative effects of not doing so</p> <p><b>Healthcare</b> Know what is needed for good health and well-being and what factors might result in ill health. Understand the need for good hygiene when preparing food and consequences if not going. Understand how poor hygiene routines can lead to spread of germs.</p> <p>State the specific needs / care requirements of a variety of animals Learn about recycling in own home. Explore different types of recyclable material. Identify the positive and negative actions humans have on the natural environment.</p>	<p>Healthy Snack Meal Vegetables Vitamins, minerals, protein, calcium Exercise Leisure Community</p>

Phase: **KS4**

Provision (when/ how)	Activities	Skills/Knowledge	Questions/ Vocabulary
<p>X2 lessons weekly</p> <p>AQA Entry Level Science (5960)</p> <p>Component 1- Biology: The Human Body</p>	<p>Correctly use a microscope/Bioviewer to observe prepared slides under different magnifications</p> <p>Label a simple diagram of an animal cell.</p> <p>Draw/label specialised animal cells showing their specific features and what they are used for.</p> <p>Card sort to relate structure to function of animal cells.</p> <p>“What am I?” guessing game to consolidate knowledge.</p> <p>Card sort cell, tissue, organs, systems using pictures.</p> <p>Cut and stick organs onto ‘empty’ torso.</p> <p>Organ ‘Bingo’.</p> <p>Use AQA Teachit KS3: <i>Modelling the heart</i> to produce a poster to explain the structure.</p> <p>Use AQA Teachit KS3: <i>Modelling the circulatory system</i> to identify the parts of the system.</p>	<p><b><u>Animal cells</u></b> Recall the parts of human cells:</p> <ul style="list-style-type: none"> <li>• Nucleus – controls the activities of the cells and contains the genetic material;</li> <li>• Cytoplasm – where most chemical activities take place;</li> <li>• Cell membrane – controls the passage of substances in and out of cells.</li> </ul> <p>Describe how specialised cells are adapted for their function.</p> <p><b><u>Tissues, organs and systems</u></b> Recall these definitions:</p> <ul style="list-style-type: none"> <li>• Tissue – a group of cells with a similar structure and function;</li> <li>• Organ – groups (aggregations) of tissues performing similar functions;</li> <li>• Organ systems – organs which work together.</li> </ul> <p>Recognise the position of the major organs (brain, heart, liver, lungs, kidneys and reproductive organs) in the human body.</p> <p>Describe the functions of the major organs.</p> <p>Recall that the human circulatory system is made up of the heart and the blood.</p>	<p>Use scientific vocabulary correctly. Nucleus Cytoplasm Cell membrane</p> <p>Recap knowledge of animal cells from KS3.</p> <p>Use scientific vocabulary correctly. Tissue Organ System</p>

	<p>Use AQA Teachit KS4: <i>Circulatory system jigsaw</i></p> <p>Draw/label diagrams of blood cells</p> <p>Demo: model heart.</p> <p>Demo/student dissection of sheep's heart/pluck.</p> <p>Observe blood smear slides under the microscope/Bio viewer</p> <p>Use Youtube computer simulation to show flow of blood.</p> <p>Label a diagram of the digestive system.</p> <p>Create a digestive system word search and test it on other students.</p> <p>Model for digestion using popper beads to illustrate how larger molecules are broken into smaller ones.</p> <p>View slides of various digestive system tissues under the microscope/Bio viewer.</p> <p>Observe changes from savoury to sweet as plain bread is chewed</p>	<p>Describe how the heart pumps blood round the body in a dual circulatory system.</p> <p>Recall that blood transports oxygen, proteins and other chemical substances around the body.</p> <p>Recognise the different types of blood cells.</p> <p><b><u>The human digestive system</u></b> Recall the parts of the human digestive system and be able to identify them on a diagram.</p> <p>Understand the role of enzymes in digestion.</p> <p><b><u>Respiration</u></b> Recall that respiration is a cellular process that releases energy</p>	<p>Use scientific vocabulary correctly. Food pipe Stomach Intestines Appendix Anus</p> <p>Use scientific vocabulary correctly. Aerobic Anaerobic</p>
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	<p>Compare the carbon dioxide content of inhaled and exhaled air using limewater.</p> <p>Demonstrate water vapour production by clouding a mirror with exhaled breath.</p> <p>Card sort the words for the respiration equation</p> <p>Brainstorm energy-giving foods in day-to-day diet.</p> <p>Coursework opportunity: Compare the energy released by burning different foods eg. low-fat crisp or rice cake and normal one.</p> <p>Investigate the effect of exercise on pulse rate.</p> <p>Investigate the effect of caffeine drinks on pulse rate.</p> <p>Evaluate someone's fitness by their pulse recovery time</p> <p>Watch BBC video clip on microorganisms list the pathogens.</p> <p>Talk about infection and what it means. Look at pictures of bacterial cells and viruses.</p>	<p>Understand that breathing and respiration are not the same</p> <p>Recall that glucose comes from the diet and oxygen and carbon dioxide gases are exchanged through the lungs</p> <p>Recall the word equation for respiration: <i>glucose + oxygen → carbon dioxide + water</i></p> <p><b><u>Lifestyle and health</u></b> Demonstrate an understanding of the effect that lifestyle can have on people's health eg the links between:</p> <ul style="list-style-type: none"> <li>• diet, exercise and obesity and type 2 diabetes;</li> <li>• smoking and cancer;</li> <li>• alcohol and liver and brain function.</li> </ul> <p>Describe the right balance of energy and different foods required for good health.</p> <p>Recognise that people who exercise regularly are usually fitter than people who take little exercise.</p> <p><b><u>Infectious diseases</u></b> Recall that infectious diseases are caused by microorganisms called pathogens.</p> <p>Recall that pathogens include both bacteria and viruses and may produce poisons (toxins) that make us feel ill.</p>	<p>Respiration Glucose Oxygen Carbon Dioxide</p> <p>Use scientific vocabulary correctly.</p> <p>Discuss good and poor lifestyle choices.</p> <p>Use scientific vocabulary correctly. Infection Bacteria Virus Hygiene Pathogen</p> <p>Discuss good and poor lifestyle choices.</p>
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	<p>Use AQA Teachit KS3 <i>Bacteria killers</i></p> <p>Use AQA Teachit <i>Disease –what’s that word?</i> team game.</p> <p>Introduce the idea of hygiene as a prevention.</p> <p>Use UV powder on door handles at start of lesson and black light to show transfer of pathogen/play catch with soft ball.</p> <p>Use blank outline of the human body and challenge to mark on all the places pathogens could enter and how the body stops them.</p> <p>Role play parts from the Jenner clip to look at the views of the boy and his mother and consider the ethics of Jenner’s work.</p> <p>Draw up a personal vaccination history.</p> <p>Debate the idea of anti-vaccination campaign groups.</p> <p>Compare graphs showing death rates from diseases pre and post vaccination campaigns.</p>	<p>Recall that viruses damage the cells in which they reproduce</p> <p><b><u>The role of white blood cells</u></b>  Recognise the two main types of white blood cells: those that ingest bacterial cells and those that produce antibodies.</p> <p>Recall that vaccination is used to stimulate the immune response using dead or inactive forms of a pathogen to produce antibodies.</p> <p>Describe how vaccination is used in the prevention of disease.</p> <p><b><u>Medicinal drugs</u></b></p>	<p>Use scientific vocabulary correctly.  Vaccine  Ingest  Antibodies  Disease</p> <p>Use scientific vocabulary correctly.  Addiction  Withdrawal  Disinfectant</p>
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	<p>Discuss drug safety and how drugs are tested today.</p> <p>Use cards/cut-outs to sequence the stages in drug testing and trialling and explain the purpose of each stage.</p> <p>Discuss the safety issues of growing microorganisms in a lab.</p> <p>Use of pre-inoculated agar in Petri dishes to evaluate the effects of disinfectants and antibiotics.</p> <p>Research some traditional drugs eg digitalis and make a poster or presentation about them.</p> <p>Comparing different peoples' reaction time using the catch response with a ruler</p>	<p>Recall that medical drugs are developed and carefully tested before they can be used to relieve illness.</p> <p>Recall that drugs change the chemical processes in the human body.</p> <p>Recognise that people can become dependent or addicted to drugs and suffer withdrawal symptoms without them.</p> <p>Recall that antibiotics such as penicillin can kill bacterial pathogens.</p> <p>Recall that they cannot be used against viral pathogens.</p> <p><b><u>The nervous system</u></b> Recall that the human body has automatic control systems: the nervous and (endocrine) hormonal systems.</p> <p>Recall that reflex actions are automatic and rapid.</p> <p>Describe examples of common reflex responses.</p> <p><b><u>Hormonal control</u></b></p>	<p>Use scientific vocabulary correctly. Reflex Hormone</p> <p>Use scientific vocabulary correctly.</p>
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	<p>Label the main endocrine glands on an outline of the body. Complete table to show the main hormones and target organs.</p> <p>Research a disease caused by incorrect hormone levels e.g. diabetes</p> <p>Watch the BBC clip about the menstrual cycle and discuss the stages.</p> <p>Use a month calendar page to colour code days according to hormone levels and changes</p> <p>Discuss the pros and cons of hormonal contraception.</p> <p>Invite an outside speaker to speak to the students eg nurse.</p> <p>Discuss the implications of IVF treatment for a couple wanting a baby.</p> <p>Discuss possible causes of infertility in men and women and treatments available.</p>	<p>Recall that hormones are secreted by glands and are transported to target organs by the bloodstream.</p> <p>Recall that the menstrual cycle is controlled by several hormones some of which promote egg release.</p> <p>Recognise the main features of the menstrual cycle described diagrammatically.</p> <p><b><u>Hormones can be used to control fertility.</u></b></p> <p>Recall that hormones can be used to inhibit or stimulate egg production.</p> <p>Recall that oral contraceptives contain hormones to inhibit eggs from maturing.</p> <p>Recall that fertility drugs stimulate eggs to mature.</p> <p>Evaluate the benefits and drawbacks of hormonal fertility control.</p>	<p>Use scientific vocabulary correctly. Contraceptive Fertility</p>
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**Phase: KS3**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
<p>X2 lessons weekly</p>	<p><u>Year 7:</u>            Raising pulse rate through exercise            Lung capacity (lung bags &amp; water displacement)            Animal 'pluck' - windpipe/lungs/heart            The Senses – eyesight test, reflex test</p> <p><u>Year 7:</u>            Simple classification -sort items into two groups: living/non-living, plants/animals, vertebrate/invertebrate            -Learn 5 vertebrate groups: mammal, fish, bird, amphibian, reptile            -Learn life characteristics: MRS GREN            -Omnivore/herbivore/carnivore-pitfall traps            -food chain/food web            -Plant a seed</p> <p><u>Year 8:</u>            Healthy food choices- likes/dislikes            Food testing – carbohydrates/protein/fats            Digestive system-locate stomach, intestines            Burn food for energy content.            Look at food packaging information.</p>	<p>Internal organs – location &amp; function            Senses – sight, touch, hear, smell, taste</p> <p>Simple classification – sorting.            Know- mammal, fish, bird, amphibian, reptile            Life characteristics – Movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.            Simple food chain            Simple food web</p> <p>Healthy food choices            Internal organs – location &amp; function            Food content of fats, proteins, carbohydrates</p>	<p>Where is the heart, lungs, liver, intestines, stomach, kidneys            Which organ is associated with the different senses?            Pulse            Inhale/exhale</p> <p>How do we sort living things?            Plant/animal            Vertebrate/invertebrate            mammal, fish, bird, amphibian, reptile            Food chain            Food web</p> <p>Carbohydrate            Starch            Glucose            Fat</p>

	<p><u>Year8:</u>  Parts of a plant- cut &amp; stick w/sheet  Microscope look for stomata  Photosynthesis- Test a leaf for starch.  Horticulture skills – school allotments/greenhouse  Leaf size- shaded v unshaded.  Measure width of leaf</p> <p><u>Year 8:</u>  Brainstorm class- what do we use rocks for? Toothpaste, talc, ...  -rock box: look at igneous, metamorphic, sedimentary  -rock scratch test  -rock &amp; acid  -make copper sulphate crystals/rate of cooling affects crystal size (like igneous rocks)  -look at crystals with microscope  -Fluvial deposition with flow tank</p> <p><u>Year 9:</u>  Class variation survey –height, shoe size, eye/hair colour, pulse, tongue rolling  Adaptation –animals/plants cut &amp; stick w/sheet - features suited to their environment.  DVD Galapagos Islands –how animals have adapted eg iguana  Trip to Sedgewick Museum, Cambridge –look at dinosaur fossils</p>	<p>Parts of a plant – root, stem, leaf, flower  Photosynthesis - CO2 &amp; O2  Chlorophyll  Stomata – gas exchange</p> <p>Rock cycle  Uses of rock  Physical characteristics of rock types  Crystal size affected by cooling – as per igneous crystals  Erosion of rocks – physical &amp; chemical  Fluvial movement of rocks according to particle size.</p> <p>Variation within a species  DNA / chromosomes  Adaptation- survival of the fittest  Fossils- evidence of previous life forms</p>	<p>Photosynthesis  Carbon dioxide  Oxygen  Water vapour  Glucose  Chlorophyll  Energy  Sunlight</p> <p>Igneous  Metamorphic  Sedimentary  Erosion  Magma  Volcano</p> <p>Variation  Adaptation  Fossil  Archaeology</p>
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	<p><u>Year9:</u> Brainstorm class- how are babies made? DVD- Living &amp; Growing – (15min each) P1: Differences P2: How did I get here? P3: Growing Up P4: Changes P5: Girl talk -puberty P6: Boy talk -puberty P7: How are babies made? P8: How are babies born?</p> <p>Cut&amp; stick- development of foetus over 9 months/timeline.</p> <p>-Plant reproduction. Sunflower seed – lifecycle -Look at flowers under microscope- looking for stamen &amp; stigma. -Cut &amp;stick flower worksheet, parts of a plant.</p>	<p>Understand that sperm meets egg to conceive. Male &amp; female genitalia Male &amp; female puberty – differences &amp; similarities Menstrual cycle</p>	<p>Sexual intercourse Fertilisation Sperm Egg Puberty Pubic hair Labour Birth</p> <p>Stamen Anther Pollen Stamen Seed Fertilisation</p>
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**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Weekly as part of cross curricular topic.	Visit green spaces in the local environment and learn the terms habitat and micro habitat.	<b>Living things in their habitats</b> Explore and compare differences between things that are living, dead and things that have never been alive.	Alive, dead, never alive habitat, micro-habitat Woodland, grassy, sandy, rocky, pond, lake, sea.

<p>Thematic</p>	<p>Photograph and record plants and animals in each habitat.  Identify changes over time.  Visit different habitats in wider area and compare plants and animals eg seaside, woodland.  Research habitats in wider world.  Sorting activities – living, dead, never alive.  Create simple food chain from own experience. Look at ingredients in foods and where they come from.  Visit farm.  Grow own fruit and vegetables.</p> <p>Visit green spaces in the local environment including school grounds and local community at different times of the year and observe plants and how they change over time.  Visit garden centre and country park.  Draw and take photos of plants.  Label drawings.  Grow plants  Carry out experiments to compare growth with and without light or water. Compare how seeds and bulbs grow.</p> <p>Visit to local area to observe minibeasts, animals, fish and birds in natural environment.</p>	<p>Identify that most living things have habitats to which they are suited.  Describe how habitats provide for basic needs of animals and plants.  Identify and name a variety of plants and animals in their habitats.  Understand the idea of a simple food chain to show how animals obtain food from plants and other animals.</p> <p><b>Plants</b>  Identify and name common wild and garden plants  Identify and name basic structure.  Observe and describe how plants grow  Find out and describe how plants need water, light and a suitable temperature.</p> <p><b>Animals</b>  Identify and name common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name common animals that are carnivores, herbivores and omnivores.</p>	<p>Roots, stem, branches, blossom, pollen, nectar, nutrition.</p> <p>Fish, bird, amphibian, reptile and mammal  Insect  Carnivores, herbivores and omnivores  Food chain.</p> <p>Shoulder, neck, elbow, knees, wrists, ankles, tongue.  Skin, bones, blood, muscle, skeleton.  Touch, sight, hearing, smell, taste.</p> <p>Healthy diet, exercise.</p>
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	<p>Visits to farm and zoo to observe animals.  Pond dipping.  Invite local organisations into school  Observe and research animals and use information to compare and contrast.  Grouping activities.  Songs and games to support naming of body parts.  Label drawings of body parts.  Explore senses using textures, sounds and smells and link to body part.  Order simple life cycles eg baby to adult and recognise growth.  Look at tadpoles and frogs, eggs and chicks, caterpillar and butterfly.  Identify what animals and humans eat.  Activities to introduce the importance of exercise and healthy eating.</p>	<p>Identify and name parts of the human body.  Name body part associated with each sense.  Notice that animals, including humans have offspring which grow into adults.  Find out about and describe the basic needs of animals.  Describe the importance for humans of exercise, health eating and hygiene.</p>	
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**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
<p>Cross curricular  Thematic</p>	<p>Sorting and matching activities  Labelling activities using symbols.  Body outlines.  Developing independence with washing and hygiene.  Visit to zoo or wildlife park.  Invite petting dog or equivalent.</p>	<p>Recognise distinctive properties of living things and know where they belong eg leaf on a tree.  Name and describe features of common domestic and wild animals.  Identify basic parts of own body.</p>	<p>Leaf, trunk, flower, petal  Animal, bird, fish  Big, small, stripes, soft, hairy  Mouth, nose, eyes, ears, teeth.  Fingers, toes.</p>

	Growing plants.		
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**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Cross curricular	<ul style="list-style-type: none"> <li>Action songs</li> <li>Music interaction</li> <li>Mirror work</li> <li>Physical activities</li> <li>Hand washing</li> <li>Outdoor learning and forest school</li> <li>Play and modelling</li> <li>Sharing books</li> <li>Farm visit</li> </ul>	<ul style="list-style-type: none"> <li>Imitate actions involving main body parts.</li> <li>Make sounds using own bodies, imitate and copy sounds.</li> <li>Respond to instructions naming body parts eg. wash your hands.</li> <li>Identify common domestic and wild animals on request.</li> <li>Describe plants and trees using simple terms eg colour, size....</li> </ul>	<ul style="list-style-type: none"> <li>Hands, feet, head, arms, legs, hair.</li> <li>Clap, stamp</li> <li>Cat, dog, cow, pig, sheep, horse, chicken</li> <li>Big, small</li> </ul>

**Learning area: Our world Science**

**Area: Chemistry**

**Phase: KS4**

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
<p>X2 lessons weekly</p> <p>AQA Entry Level Science (5960)</p> <p>Component 3- Chemistry: Elements, mixtures and compounds</p>	<p>Periodic Table Bingo.</p> <p>Use the interactive site to research common elements</p> <p>React magnesium &amp; oxygen</p> <p>React alkali metals with water</p> <p>Investigate the reaction when magnesium burns in oxygen (air) to produce magnesium oxide.</p> <p>Compare the properties of iron and sulphur with those of iron sulphide.</p> <p>Write word equations for the reactions, including the reactions of metals and non-metals and the formation of oxides from non-metals.</p>	<p><b><u>Atoms and elements</u></b></p> <p>Recall that all substances are made of atoms.</p> <p>Recall that an atom is the smallest part of an element.</p> <p>Describe the distribution of elements in the periodic table.</p> <p>Recall that elements in the same group of the periodic table have similar properties.</p> <p><b><u>Elements and compounds</u></b></p> <p>Recall that when atoms combine with different atoms a compound is formed.</p> <p>Recall that compounds can be made by metals combining with non-metals or by non-metals combining with other non-metals.</p> <p>Recognise simple compounds from their names.</p> <p>Write word equations for simple reactions.</p>	<p>Use scientific vocabulary correctly.</p> <p>Atom Nucleus Electron Molecule</p> <p>Use scientific vocabulary correctly</p> <p>Compound Reversible Irreversible Metal Non-metal</p>

	<p>Investigate the changes in state from ice to steam</p> <p>Melting wax – observe and record temperature readings</p> <p>Use Molymod structures to construct and describe the different forms of carbon. Research the different uses of graphite and diamond</p> <p>Investigate the properties of graphite as a lubricant and for writing.</p> <p>Use filtration to separate an insoluble substance from a mixture. - rock salt</p> <p>Use distillation to produce pure water from either salt water or e.g. copper sulphate solution.</p>	<p><b><u>States of matter</u></b></p> <p>Recall the three states of matter: solid, liquid and gas.</p> <p>Describe the changes between the three states using the terms melting, boiling, condensing and freezing.</p> <p>Explain the three states of matter using a simple particle model.</p> <p><b><u>Forms (allotropes) of carbon</u></b></p> <p>Recall that diamond and graphite are both forms of carbon.</p> <p>Recognise the difference in the structure of diamond and graphite. Explain that the different properties of diamond and graphite depend on the different structures.</p> <p><b><u>Mixtures</u></b></p> <p>Recall that a mixture contains two or more substances which are not chemically combined.</p> <p>Identify the appropriate method to separate mixtures by filtration, distillation, crystallisation or chromatography.</p>	<p>Use scientific vocabulary correctly</p> <p>Melting Boiling Freezing Condensing</p> <p>Use scientific vocabulary correctly</p> <p>Diamond Graphite Layer 3-D structure Industrial</p> <p>Use scientific vocabulary correctly</p> <p>Filter /filtration Distillation Chromatography</p>
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	<p>Use crystallisation to produce a solid from a solution. - copper sulphate</p> <p>Compare the time needed to filter mixtures of water and calcium carbonate that has different particle sizes.</p> <p>Coursework opportunity: Investigate the different colours in inks or food colours using paper chromatography.</p> <p>Measure <math>R_f</math> accurately and record results in an appropriate table.</p> <p>limestone inquiry role play: <a href="#">Public inquiry resources</a></p> <p>Write a letter to eg school council to explain why drinks cans should be recycled in school.</p> <p>Model smelting by extracting copper from malachite or lead from galena using carbon.</p>	<p><b><u>Chromatography</u></b></p> <p>Describe how to separate mixtures by chromatography.</p> <p>Recognise that in paper chromatography, a solvent moves through the paper carrying different compounds different distances.</p> <p><b><u>Metals and ores</u></b></p> <p>Recall that unreactive metals are found in the Earth as metals.</p> <p>Recall that most metals are found as compounds that need chemical reactions to extract the metal.</p> <p>Recall that metals less reactive than carbon can be extracted by heating the metal ore with carbon.</p> <p>Describe an ore as a rock containing enough metal to make it economic to extract it.</p> <p>Recognise that large amounts of rock have to be quarried or mined to get metal ores.</p> <p>Recognise that we can reduce the effects of extracting metals by recycling.</p> <p>Describe some of the social, economic and environmental effects of mining and recycling metals.</p>	<p>Use scientific vocabulary correctly Chromatography Pigment</p> <p>Use scientific vocabulary correctly Metal ore Recycle Mining Quarry Social Economic Environmental</p>
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	<p>Research the melting point of common metals and present as a table using correct units.</p> <p>Research everyday uses of copper and aluminium and relate these to the properties of the metals.</p> <p>Compare the properties such as conductivity or density of some metals.</p> <p>Produce a poster of the metals and alloys used in our everyday lives.</p> <p>Investigate the melting points of tin, lead and solder.</p> <p>Investigate the hardness of different alloys or steels</p>	<p><b><u>Properties of metals</u></b></p> <p>Recall that metals have giant structures of atoms with strong bonds between the atoms so most metals have high melting points.</p> <p>Recall that metals are:</p> <ul style="list-style-type: none"> <li>• good conductors of electricity</li> <li>• good conductors of thermal energy.</li> </ul> <p>Recognise that the uses of a metal depend on its properties eg copper and aluminium.</p> <p><b><u>Alloys</u></b></p> <p>Recall that most metals in everyday use are alloys because the pure metals are too soft for many uses eg iron, gold and aluminium.</p> <p>Recall that an alloy is produced by mixing small amount of other elements with the metal.</p> <p>Recall that steel is an alloy made by mixing carbon and other metals with iron.</p> <p><b><u>Polymers</u></b></p> <p>Recall that polymers are made from small molecules called monomers joined together in very long chains.</p> <p>Recognise that the use of polymers are related to their properties.</p>	<p>Use scientific vocabulary correctly  Conductor  Thermal  Melting point  Density  Bonds</p> <p>Use scientific vocabulary correctly  Alloy  Steel  Iron  Tin  Lead  Gold</p>
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	<p>Use scientific vocabulary correctly: the common names of poly(ethene), poly(propene), polystyrene and PVC are acceptable. Other polymer names are not required.</p> <p>Produce a poster to show modern uses of polymers and the materials they replaced in those roles.</p> <p>Use Molymod (or paperclips/ plasticine) to model polymer formation from monomers.</p> <p>Research the changes in plastic bag usage in UK since the introduction of the charge.</p> <p>Compare the biodegradability of different polymers and other materials</p>	<p>Recall that polymers are not biodegradable (not broken down by microbes).</p> <p>Recognise that there are problems with the disposal of polymers.</p>	<p>Aluminium</p> <p>Use scientific vocabulary correctly</p> <p>Polymer</p> <p>Plastic</p> <p>Biodegradable</p> <p>Monomer</p> <p>Polythene</p> <p>PVC</p>
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**Phase: KS3**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
X2 lessons weekly	<p><u>Year 9</u></p> <p>Look/feel/describe/uses - Cu, Mg, Fe</p> <p>Flame test - Cu, Mg, Fe</p> <p>Element (symbol) bingo</p> <p>Physical &amp; chemical changes - melt chocolate, cook an egg</p> <p>Separate - iron &amp; sand (magnet)</p> <p>Separating techniques - rock salt</p>	<p>Learn chemical symbols - Cu, Mg, Fe</p> <p>Periodic table</p> <p>Separating techniques - filtration, evaporation, distillation, sieving, chromatography</p> <p>Know the difference between</p> <p>1. Reversible changes - melt ice</p>	<p>Element</p> <p>Atom</p> <p>Periodic table</p> <p>Separate - evaporate, filter, distil, sieve</p> <p>Physical/chemical</p> <p>Irreversible/reversible</p>

	Dissolve-salt(y), sugar(y), sand(n) Make a compound – MgO, CuO Reversible & irreversible reactions -make copper sulphate. Acids & Alkalis – pH value, use indicators: Litmus & Universal. Create an indicator from plant extract	2.Irreversible changes- Metal & acid (Rates of reaction) Examples of acids / alkalis	Soluble/insoluble Acid/Alkali
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**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Weekly as part of cross curricular topic.	Explore a range of materials inside and outside the classroom. Become familiar with the names of materials. Compare materials of objects in different environments. Group objects according to materials. Explore properties of materials and be introduced to vocabulary to describe properties. Carry our experiments to test properties and make observations. Activities to change materials by bending, stretching twisting, pulling, pushing. Cooking activities to show how materials change by mixing or heating, including dissolving and evaporating. Boiling liquids to show steam. Test materials to explore properties eg. is it waterproof ? what is best material for an umbrella ?	Distinguish between an object and the material it is made from. Identify and name everyday materials. Describe physical properties of everyday materials Compare and group materials on basis of their simple physical properties. Identify and compare the suitability of a variety of materials for particular uses. Describe how solid shapes can be changed by squashing, bending, twisting and stretching. Observe materials being changed through heating and cooling.	Hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent. Dissolve, evaporate, steam, boil, mix. Liquid, solid.

**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Cross-curricular thematic	Exploring, matching and sorting activities. Creative activities. Play Outdoor activities. Fizzing ice cubes Attention Autism stage 1 and 2	Match objects and materials in terms of single properties. Sort according to a single criterion when contrast is obvious. Use vocabulary to describe objects in terms of properties eg. hard/soft, rough/smooth.	Hard/soft Rough/smooth Hot/cold

**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Cross curricular Thematic	Messy play Creative activities Outdoor play – sand and water, mud kitchen. Attention Autism stage 1 and 2	Explore objects and materials, changing some materials by physical means and observing outcomes e.g. mixing flour and water. Tolerate different textures.	Nice, horrible Wet, dry, cold, sticky, soft.

## Learning area: Our world Science

## Area: Physics

Phase: **KS4**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
<p>X2 lessons weekly</p> <p>AQA Entry Level Science (5960)</p> <p>Component 6 – Physics: Electricity, magnetism, and waves</p>	<p>Build series circuits to measure current through a variety of components.</p> <p>Investigate which materials are the best electrical conductors</p> <p>Compare the pattern shown on an oscilloscope for d.c. and a.c. supply</p> <p><a href="#">BBC Bitesize - Electrical circuits</a></p>	<p><b><u>Current in a circuit</u></b></p> <p>Describe a current as a flow of electrical charge.</p> <p>Construct a simple series circuit.</p> <p>Measure current using an ammeter in series.</p> <p>Measure voltage using a voltmeter in parallel across a component.</p> <p>Recognise that current in a component depends on the resistance in the circuit.</p> <p><b><u>d.c. and a.c. current</u></b></p> <p>Recall that direct current is supplied by cells and batteries.</p> <p>Recall that mains electricity is alternating current.</p> <p>Recall that UK mains electricity has a frequency of 50Hz and is 230V.</p> <p><b><u>Wiring a plug</u></b></p>	<p>Use scientific vocabulary correctly to describe or build a simple circuit.</p> <p>Series Parallel Ammeter Voltmeter Current Voltage</p> <p>Use scientific vocabulary correctly.</p> <p>Cell Battery Hertz Volts Direct current Alternating current</p>

	<p>Interpret information about current ratings to choose the correct fuse for an appliance.</p> <p>Wire a standard 3 pin plug correctly.</p> <p>Investigate how fuse wire melts when the identified current is exceeded.</p> <p>Discuss relative energy usage of different everyday appliances.</p> <p>Reading of meters to produce meaningful and valid observations.</p> <p>Comparison of the energy usage of small household electrical appliances using a joulemeter</p> <p>Use Teachit KS3 Domestic electricity bills to calculate usage.</p> <p>Use Teachit KS3 Power ratings and calculations in conjunction with practical exploration of the demand of different appliances.</p> <p>Identify the N and S poles of bar magnets using a suspended magnet to show attraction and repulsion.</p> <p>Use a compass to identify the field pattern around a single and then paired bar magnets.</p> <p>Construct a 'magnetic toy' of floating magnets using circular 'holed' magnets and wooden base and rod.</p>	<p>Recall the colour-coding for three-core flex and the appropriate terminal for each wire.</p> <p>Explain how the earth wire protects the user and how the fuse protects the appliance.</p> <p>Recall that double-insulated appliances do not need an earth wire.</p> <p><b><u>Energy transfer in electrical appliances</u></b></p> <p>Read a domestic electricity meter to measure the amount of energy used.</p> <p>Recall the unit for power (W).</p> <p>Recognise that heating devices have the highest power ratings.</p> <p>Name the units used in a domestic electricity meter to measure energy (kWh).</p> <p>Decide which of a selection of appliances has transferred the most energy for a known period of time.</p> <p><b><u>Magnets</u></b></p> <p>Recall that the poles of a magnet are where the magnetic forces are strongest.</p>	<p>Use scientific vocabulary correctly. Earth Live Neutral Fuse Conductor Insulator Core flex</p> <p>Use scientific vocabulary correctly. Watts Energy transfer Kilowatt hours Appliance</p>
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	<p>Use a plotting compass to identify the magnetic field round a current-carrying wire.</p> <p>Investigate how the strength of an electromagnet changes.</p> <p>Research uses of electromagnets.</p> <p>Coursework opportunity: Investigate factors that affect the strength of an electromagnet.</p> <p>Class 'Mexican wave' demonstration.</p> <p>Practical demonstrations:</p> <p>Slinky (longitudinal) Rope (transverse) Bell in (evacuated) jar</p> <p>Demonstrate wave shapes using oscilloscope.</p> <p>Use oscilloscope, frequency generator, loudspeaker to relate frequency to changes in pitch and to relate amplitude to changes in volume</p>	<p>Recall that like poles attract and unlike poles repel and recognise these as non-contact forces.</p> <p>Describe the pattern of magnetic fields between two magnets.</p> <p><b><u>Electromagnets and solenoids</u></b></p> <p>Recall that a current in a wire produces a magnetic field around the wire.</p> <p>Recall that increasing the current increases the strength of a magnetic field.</p> <p>Construct a simple electromagnet from a solenoid and an iron core.</p> <p>Recall uses of electromagnets in relays and scrapyards.</p> <p><b><u>Longitudinal and transverse waves</u></b></p> <p>Recognise that waves transfer energy not physical materials.</p> <p>Distinguish between transverse and longitudinal waves.</p> <p>Know that sound waves need a medium (material) to travel through.</p> <p><b><u>Wave properties</u></b></p>	<p>Use scientific vocabulary correctly. North pole South pole Repel Attract Bar magnet</p> <p>Use scientific vocabulary correctly. Electromagnet Voltage Coils Compass Scrapyard</p> <p>Use scientific vocabulary correctly. Transverse Longitudinal Wave Medium</p>
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	<p>Use a mnemonic to remember the order eg <b>Grandma X's Umbrella Vanishes In Mild Rain</b> (gamma -&gt; radio waves) OR Remember <b>My Instructions, Visible Using X-ray Glasses</b> (radio waves -&gt; gamma).</p> <p>Small groups/individuals use IT to research facts about one component of the spectrum and then co-operate as a group to produce the spectrum.</p> <p>Design a poster to explain the risks of unprotected sun exposure/tanning beds.</p> <p>Investigate the effectiveness of sunscreens in absorbing u.v radiation using u-v sensitive beads or microscope slides and sunscreens.</p> <p>Testing visual acuity in different colours of light.</p> <p>Use optical fibre to send a message using Morse code</p> <p>Circus of exemplars of e-m radiation eg radio; microwave oven; infra-red heater eg toaster; light source and prism; UV light and tonic water; UV-visible pens; sample X-ray.</p> <p>Investigate microwaves to find which materials block them (eg apple).</p>	<p>Identify wavelength and amplitude on a diagram of a transverse wave.</p> <p>Use the wave equation and recall the correct units for wave speed, frequency and wavelength</p> <p><b><u>The electromagnetic spectrum</u></b></p> <p>Recall the order of the spectrum (but not the values of wavelength or frequency).</p> <p>Identify the risks associated with ultraviolet waves, X-rays and gamma rays.</p> <p><b><u>Uses of the electromagnetic spectrum</u></b></p> <p>Recall the seven components of the e-m spectrum.</p>	<p>Use scientific vocabulary correctly. Wavelength Amplitude Frequency Pitch Volume Oscilloscope</p> <p>Use scientific vocabulary correctly. Ultraviolet Spectrum Visible Invisible Radiation</p> <p>Use scientific vocabulary correctly.</p>
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	<p>Investigate light travelling down an optical fibre over a distance (fishing line is a suitable but unshielded alternative).</p> <p>Investigate the shielding of a mobile phone or remote-control device.</p> <p>Investigate the range over which a Bluetooth device is effective.</p>	<p>Explain why each type of radiation is suitable for its use.</p>	<p>Microwaves</p> <p>Optical fibre</p> <p>Bluetooth</p> <p>X-ray</p> <p>UV light</p> <p>Infra red</p>
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**Phase: KS3**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
<p>X2 lessons weekly and thematic</p>	<p><u>Year 7</u></p> <ul style="list-style-type: none"> <li>-Brainstorm: Space/Solar system</li> <li>-Trip to Leicester Space Centre</li> <li>-Using models (proportionate to size) stand on playground at intervals to represent solar system/distances.</li> <li>-Water rocket (outside)</li> </ul> <p><u>Year7:</u></p> <ul style="list-style-type: none"> <li>-Solids/liquids/gases: sort solids &amp; materials they are made of.</li> <li>-Weigh solids</li> <li>-Floating &amp; sinking. Tin foil boats</li> <li>-Pouring liquids</li> <li>-Dissolving jelly, sand,salt</li> <li>-Introduction of bunsen burner. Melt ice in a beaker</li> </ul> <p><u>Year 7</u></p> <p>Sound:</p> <p>Game: Chinese whispers</p>	<p>Knowledge of solar system</p> <p>Moon (phases)</p> <p>Seasons</p> <p>Day/night</p> <p>Satellites</p> <p>-Solids/liquids/gases &amp; examples</p> <p>-Mass /weight (g/ Kg)</p> <p>-Flaoting /upthrust</p> <p>-Soluble/insoluble</p> <p>-Water cycle</p> <p>Ear used to hear</p>	<p>Earth, moon, sun</p> <p>Order of the planets</p> <p>Why do we have day/night?</p> <p>Uses of satellites-weather, communication</p> <p>States of matter</p> <p>melt/boil/condense/freeze</p> <p>Float/sink</p> <p>Dissolve</p> <p>Soluble/insoluble</p>

	<ul style="list-style-type: none"> <li>-reflecting &amp; blocking sound (use drainpipe) with different materials.</li> <li>-Sound travels through vibration –tuning forks</li> <li>-string telephone</li> <li>-Electric bell in a glass jar, vacuum air out.</li> <li>-Make panpipes with straws</li> <li>-Game: musical statues</li> <li>-Air canon – extinguish naked flame</li> </ul> <p><u>Year 7:</u>  <ul style="list-style-type: none"> <li>Forces –introduce push/pull/twist</li> <li>-newtonmeter (N) to measure force</li> <li>-Comparative estimation of force</li> <li>-magnetic force –drink can race</li> <li>-make parachutes – gravity/air resistance</li> <li>-Giant jenga – gravity</li> <li>-Friction blocks &amp; lubricants</li> <li>-Footprint &amp; pressure</li> </ul> </p> <p><u>Year 8</u>  <ul style="list-style-type: none"> <li>-Sources of light survey (I-pad light meter)</li> <li>-Parts of the eye –draw partner's eye</li> <li>-Light travels in straight lines (rayboxes), create shadows.</li> <li>-examples of materials- opaque, translucent, transparent</li> <li>-Reflection: rayboxes &amp; mirrors.</li> <li>-Pinhole cameras</li> <li>-Dispersion of light (ROYGBIV)</li> <li>-Refraction of light (rayboxes &amp; glass blocks)</li> <li>-Lenses</li> <li>-Primary colours</li> </ul> </p> <p><u>Year 8</u>  <ul style="list-style-type: none"> <li>-Heating &amp; cooling: intro to the thermometer</li> </ul> </p>	<p>Sound travels in waves/vibrations  Sound can be reflected  Sound can be absorbed</p> <p>Forces- push, pull, twist, air resistance, gravity, friction.  Lubricants reduce friction  Magnetic (invisible) force</p> <p>Light travels in straight lines  Angle of reflection=Angle of incidence  Reflection of light using mirrors  Shadows – day &amp; night  Colours of the visible spectrum (ROYGBIV)  Refraction of light  Convex &amp; concave lenses  Scientific primary colours – red, blue, green. Mixing to create magenta, cyan, amber</p> <p>States of matter – solid/liquid/gas</p>	<p>Waves  Vibration  Pitch  Vacuum</p> <p>How does gravity keep us on the earth?  Newtons  Sir Isaac Newton  Types of force</p> <p>Iris, lens, tear duct, sclera, eye lash  Translucent, opaque, transparent  How do we use/receive light?  Dispersion  Refraction  Primary colours</p> <p>Thermometer</p>
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	<ul style="list-style-type: none"> <li>-Heating ice/water/steam</li> <li>-cooling wax</li> <li>-insulation: model house/electric bulb/thermometer</li> <li>-Conduction: heat metal hoop/ball, Heat bimetallic strip, melt wax different metals</li> <li>-Convection: smoke chamber, convection toy</li> </ul> <p><u>Year 9</u></p> <ul style="list-style-type: none"> <li>-Electrical survey: what do we use at home (appliances)</li> <li>-Safety around domestic electricity-walk to local substation.</li> <li>-Static electricity –ballon,cans, tissue paper</li> <li>-Simple electrical circuit – series &amp; parallel. Consider bulbs dim as more are added.</li> <li>-Electrical circuit testing insulators &amp; conductors</li> <li>-Generating electricity.</li> <li>-Wiring a 3 pin plug</li> <li>-Magnets</li> <li>-Construct an electromagnet with electrical circuit</li> </ul>	<p>Melt, boil, condense, freeze  Latent heat – particle bonds  Insulation – traps air  Conduction – molecules remain static  Convection- molecules move</p> <p>Static – transferring electrons  Constructing simple electrical circuits  Sort materials into insulators &amp; conductors  Wiring a 3 pin plug safely  Electromagnet – more loops of wire = stronger electromagnet  Generate electricity using renewable /non-renewable resources</p>	<p>Solids/liquids/gases  Latent heat  Insulation  Conduction  Convection</p> <p>What do we use electricity for?  Static  Positive, negative  Series  Parallel  Conductors  Insulators  Electromagnet  North/south pole  Attract/repel  How do we create electricity?  How can we create electricity without polluting?  Renewable  Non-renewable</p>
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**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Cross curricular Thematic	Daily recording of weather and note changes with seasons. Sorting and matching activities – things that happen during the day and at night.	Seasonal change Observe and describe weather associated with the seasons and how day length varies. Demonstrate simple properties of light sound and movement.	Day/night Shadow Earth, sun, moon, stars, planet. Reflection Noise, vibration

	<p>Identify and operate equipment which creates light. Experience lack of light e.g. visit sensory room.</p> <p>Explore equipment which makes sounds. Create shadows.</p> <p>Observe changes to shadows during the day.</p> <p>Learn about and experience - sun, stars, moon and other planets e.g. visit to planetarium.</p> <p>Push and pull objects over different surfaces, including inclines and declines.</p> <p>Carry out experiment to compare how far objects travel – observe and record results.</p> <p>Games using magnets – e.g. fishing.</p> <p>Activities to identify things which use electricity – sorting, matching and grouping activities.</p>	<p>Observe changes in light and sound resulting from an action.</p> <p>Recognise light is needed to see things.</p> <p>Recognise that shadows are formed when light is blocked.</p> <p>Notice how things move on different surfaces – pushing and pulling.</p> <p>Observe how magnets attract some materials and not others.</p> <p>Identify common appliances which run on electricity including those which use batteries.</p>	<p>Friction</p> <p>Magnetic, attract</p> <p>Battery, mains</p>
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**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
<p>Cross curricular Thematic</p>	<p>Daily recording of weather.</p> <p>Outdoor play to experience different weather.</p> <p>Appropriate clothing.</p> <p>Sensory room. Music activities.</p> <p>Play, PE, swimming</p>	<p>Observe changes across the four seasons.</p> <p>Observe what the weather is each day.</p> <p>Know some sources of light and sound.</p> <p>Cause movement by pushing and pulling.</p>	<p>Winter, Summer, Spring, Autumn</p> <p>Sun, rain, wind, snow, frost, cloudy.</p> <p>Light, lamp, bubble tube, ipad</p> <p>Push/pull</p>

**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
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Cross curricular Thematic	Sensory room activities. Sound bags. PE & swimming Outside play	Communicate awareness of changes in light, sound or movement. Move objects eg toys, bikes and scooter. Recognise movement in themselves..	Light/dark Loud/quiet Fast/slow. Move/stop
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## Sequence & Learning Progression Guidance for planning

**Learning area: Our world Literacy**

**Area: Information Technology & Digital**

**Phase: Post 16**

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Weekly computing lessons Wherever applicable	Using the internet for research, Reading through internet sites to find the appropriate information, Copy & pasting relevant information, Making a PowerPoint presentation, Presenting your work in front of others, talking about the information and data gathered, Proof reading documents, highlighting and correcting mistakes and errors, Setting up a school email,	Digital Literacy Develop understanding and independence in using appliances found in the home. Explore objects and activities related to TV and Music. Choose, watch and listen to media in the home. Identify examples of ICT equipment, used by the community at large, and show that they can use at least one item of this ICT equipment safely when out in the community. Use a tablet/smartphone to play a favourite game. Use an app of their choice on a smartphone, ipad, tablet or computer. Use a Smartphone to communicate in different ways e.g. a phone call, an email, a text message Understand how a digital profile is formed and how it can affect someone's personal life and future employability Develop the knowledge and skills needed to produce and change digital images and animation.	Internet, Website, Information, Presentation, Proof reading, Correcting, Emailing, Send, Receive,

	Communicating with peers via email,	Develop their functional IT and digital competence skills in the context of activities about the world of work. Demonstrate an understanding of how to access support and information from a variety of Public Service organisations and local facilities. Demonstrate independent use of an ATM cash machine to withdraw money and obtain receipt.	
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**Phase: KS4**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Weekly computing lessons Wherever applicable	Create your own PowerPoint presentations, Building a database, Using Microsoft Excel to create tables, Producing and understanding charts and graphs, Designing your own website, Sorting between 'input' and 'output' devices, Using the internet for research, Begin to look at email and communication over the internet,	Computers can be used to sort data, Computers can quickly organise and sort large amounts of data, Production of charts, Difference between input and output Computers can be used to send messages,	Database, Chart, Graph, Input, Output, Device, Email,

**Phase: KS3**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Weekly computing lessons Wherever applicable	Opens and edits work, Create your own PowerPoint presentations, Begin to put together video clips to make a full length video, Add sound and effects to video clips,	Work can be saved and edited as many times as required, Ownership of your own folder - deleting and amending document as appropriate, Video producing and editing, Knowing the internet can be used for research,	Save, Edit, Copy and paste, Edit, Trim and split,

	Use Microsoft Word, Publisher and PowerPoint for different tasks - know which is best for which type of work, Saving work in your own folder Using the internet for research and to answer questions,	Pictures and information on the internet can be copy and pasted for own use,	Merge,
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**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Weekly computing lessons Wherever applicable	Use a camera to take photos or record Transfer photos from a camera or iPad onto a computer, Records music using app or computer software, Transfer music onto a computer, Search for a desired website on the internet, Search for desired videos on the Interactive Whiteboard, Creating and editing a picture using paint tool, Saving work in a folder Amending saved work Look at differences in technology over the years, Label parts of a computer,	That pictures and data are transferable between camera/iPad and computer, How to edit pictures and data on each device, How to complete an internet search for a desired outcome, Different parts of a computer and their function, How technology has changed - computers, iPads, phones etc.	Transfer, Save, Search, Edit,

**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
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Weekly computing lessons Wherever applicable	Use a camera to take photos or record Records music using app or computer software Interacting with the interactive smartboard Creating a picture using paint tool, Saving work in a folder	Knowing that 'real-life' can be captured and recorded through pictures and film, Work can be saved and amended where needed, Pictures on a screen can be edited,	Save, Open, Edit, Record,
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**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Daily, Where applicable	Exploratory play with cause and effect toys, Exploratory play with buttons, robots etc. Role playing with toy computers, mobile phones, radios, Random typing on a keyboard, Choosing on iPads and IWB (selecting favourite songs/programmes) Race with wind-up toys and pull-back cars Take photos using a camera,	Turning on and operating ICT equipment Show connection between pushing a button and an action happening (cause and effect), Achieving a desired outcome on a computer/iPad,	Effect, Type, Touch-screen,

## Sequence & Learning Progression Guidance for planning

**Learning area: Our world**

**Area: Humanities**

**Phase: Post 16**

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Thematic	Topic webs	<p>Recall key facts from different news events locally and from around the world.</p> <p>Understand the difference between</p> <p>Develop awareness of community facilities and their uses.</p> <p>Learn about different cultures, take part in events to celebrate the culture of a different country and compare with own.</p> <p>Recognise that there are different religions, ways to worship and places to worship.</p> <p>State the specific needs / care requirements of a variety of animals</p> <p>Learn about recycling in own home.</p> <p>Explore different types of recyclable material.</p> <p>Identify the positive and negative actions humans have on the natural environment.</p>	<p>Cultures why?</p> <p>Responsible</p> <p>Difference</p> <p>Question</p> <p>Celebrate</p>

**Phase: KS4**

Activities	Skills/Knowledge	Questions/ Vocabulary
Regular opportunities to look at news stories and comment. Use research skills to find out further information about the story including any geographical element.	<p>Current and world affairs</p> <p>Comment on topical stories from various parts of the uk and he world and extend geographical knowledge through investigation.</p> <p>Demonstrate an awareness of sustainability and ways to protect and enhance the environment through involvement in national initiatives.</p>	<p>Conservation</p> <p>Environmentally friendly</p> <p>Climate Change</p> <p>Sustainability</p>

	<p>Study current environmental concerns including climate change. Take part in national or local initiatives to raise awareness.</p> <p>Study literature or drama from another period and place in historical context.</p> <p>Attend a play or watch a film set in a different time period.</p>	<p>Articulate concerns relating to climate change and global warming.</p> <p>Show knowledge of local, national and international history when commenting on news stories or literature being studied.</p> <p>Use historical vocabulary, dates and times accurately in work.</p> <p>Know the names of the main religions and describe some of the features.</p>	<p>Government Prime Minister Local council Royal family</p> <p>Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism.</p>
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**Phase: KS3**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Weekly – as part of a topic	<p>Use stories, clothes, drama, role play, food, music to learn about lives for people in other time periods and what the main features of the period are.</p> <p>Compare and contrast to own lives and identify significant changes.</p> <p>Learn about significant events and people from the time periods studied and use first-hand accounts where available.</p> <p>Sequence events from time period studied.</p> <p>Create a time line.</p> <p>Visit museums and buildings associated with time periods studied.</p> <p>Use stories, photos, clothes, drama, role play, food, music to learn about lives for people in other locations in the UK and in the wider world.</p>	<p>History</p> <p>Recognise reasons why people in the past acted as they did.</p> <p>Observe and handle sources to find answers to questions about the past.</p> <p>Describe main events and people from periods studied and place in time line.</p> <p>Describe characteristic features of time periods studied.</p> <p>Recognise similarities and differences between different periods.</p> <p>Suggest causes and consequences of significant events and changes.</p> <p>Geography</p> <p>Extend geographical knowledge to areas outside local area including other parts of UK and wider world.</p>	<p>Cause/Consequence</p> <p>Cultural</p> <p>Historical</p> <p>Ancient/Modern</p> <p>Artefact</p> <p>Castle, stately home, cathedral, museum, library, university, offices.</p> <p>Houses of Parliament.</p> <p>Buckingham Palace</p> <p>United Kingdom, England, Northern Ireland, Scotland, Wales, Europe, Country, continent.</p> <p>North, south, east, west.</p> <p>Hill, mountain, river, lake, wood, national park, coastal.</p> <p>Key. Satellite image</p>

	<p>Label key places on maps of local area, UK, Europe and the World. Use google maps and google earth to find locations studied. Label key physical and human features on a map. Follow a map of the local area during a visit. Study negative and positive effects of humans on an environment. Research national or global environmental issues and take part in an initiative to raise awareness.</p> <p>From study of historical figure or people from a different geographical region and culture look at impact of religion on their lives. Take part and contribute to assemblies and festivals and engage with workshops and visits.</p> <p>Experience music, art, drama, food and way of life of a different country where English is not the main language.</p>	<p>Use maps, atlases and online apps including google maps and google earth. Recognise and find towns, cities, countries and continents on a map. Use direction North, South, East and West. Describe physical and human features of different localities. Recognise similarities and differences to own locality. Understand that people can both improve and damage their environment.</p> <p>RE Use religious words and phrases to identify some features of religion and its importance for some people. Identify the impact religion has on some people's lives. Retell religious stories and link to religious texts.</p> <p>MfL Learn some key vocabulary of the country. Say what are the characteristics of countries studied.</p>	<p>Faith, Religion Christian, Muslim, Jewish, Hindu, Buddhist, Sikh.</p>
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**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
<p>Weekly – as part of a topic</p>	<p>Recount recent events using cues and photographs. Regular opportunities to share with class. Describe events from own past. Sequence stories and events. Study different time periods through – stories, clothes, drama, role play, food, music and make observations. Compare and contrast lives of people in period studied and own lives. Look at art and artefacts from time – craft and modelling activities to recreate objects.</p> <p>Visits to areas in immediate locality and in wider region to experience different environments. Opportunities to visit local villages, towns and cities and recognise buildings and functions. Study a locality in a different country through stories, clothes, drama, role play, food, music and make observations. Compare and contrast lives of people in location studied and own lives. Undertake a project to improve the class or school environment. Undertake a project which will have wider impact eg. recycling. Create routes for other pupils to follow. Follow a plan of the school. Find school on online app eg google earth or google maps.</p>	<p><b>History</b> Recognise the distinction between past and present. Order objects and events using words and phrases about the passing of time. Recount stories from the past. Recognise their own lives are different from the lives of people in the past. Make observations from historical sources.</p> <p><b>Geography</b> Recognise familiar places in the community. Express preferences for different places and give reasons. Describe physical and human features of the local area. Identify buildings and places and their function. Compare contrasting localities with their own including lives and activities of people living there. Explain actions they can take to help protect the environment. Follow directions. Use arrows to indicate direction, follow and create a route. Use a simple plan and map.</p> <p>RE</p>	<p>Before/After Old/new A long time ago... Yesterday, today tomorrow, .....years ago Same/different Environment Shop, school, college, church, house, flat, hospital, station, bus, train, car, road, street, traffic lights, motorway, railway. Village, town, city</p> <p>Celebrate, special, bible, Qur’an, Jesus, Muhammed. Diwali, Chinese New Year.</p>

	Take part in and contribute to assemblies and celebrations. Learn about other religions through stories, music and drama. Visits to local church or other significant religious building.	Communicate simple facts about religion and important people in religions. Retell religious stories. Recognise the significance of religious artefacts, symbols and places.	
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**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Cross curricular Thematic topic webs	Schedules, first and then to signpost transitions. Whole class timetable. Verbal prompts. People who help us activities – visits from local services. Role play and dressing up. Maths activities on positional language. Take part in assemblies. Performances. Creative activities around celebrations and festivals.	Follow routes around familiar places Recognise differences between places Sort and describe natural objects in terms of simple properties. Recognise people in familiar roles e.g. police officer, nurse. Understand simple directional and positional language. Listen to and respond to familiar religious stories, poems and music and make a contribution to celebrations and festivals.	We're going to ..... Police, fire, ambulance, hospital, doctor, nurse Stop, look listen Up, down, beside, in front, behind, underneath. Share. Christmas. Easter, Eid, Happy new year.

**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Cross curricular Thematic topic webs	Familiar routines and timetable. Songs and signing for transitions to different rooms and areas. Objects of reference. All about me book.	Move to different parts of familiar area independently. Know indoors and outdoors. Explore their environment. Recognise photos of family members	Time for ..... Outside. PE, swimming, ball pool, sensory room.

	Creative activities around festivals and celebrations. Performances.	Recognise terms mum, dad, baby. Respond to a variety of religious experiences involving music, drama, colour, light, food or tactile objects.	Mum, dad, home, family, sister, brother.
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## Sequence & Learning Progression Guidance for planning

### Learning Area Our World (PSHE)

**Area: RSE** (Primary: Relationship Education; Secondary KS3/4/Post 16: Relationship & Sex Education)

SEND PHSE planning framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests) 2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.) 3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education) 4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education) 5. **Healthy Lifestyles (Being and keeping healthy, physically and mentally)** 6. The World I Live In (Living confidently in the wider world)

\*Mental health

#### Phase: Early Years

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
PSED (Personal, Social, and Emotional Development) is one of the three core areas of Early Years Curricula – it is embedded in all practice throughout the day.	Building relationships with parents/carers and key workers – talking about our families. Parallel play opportunities, Whole class activities, Early communication activities, Toilet training, Opportunities for independence.  (Within Foundation stage there are few discrete PSED based activities, however learning opportunities around social skills, body awareness,	Recognises people who are special to us – our immediate families/carers. Enjoys company of others – adults and peers. Plays alongside others. Builds relationships with familiar people. Knows how to gain attention appropriately. Recognises kind and unkind behaviours Understands and respects personal space.	Special, family, Mum, Dad, brother, sister (other key vocab to do with family) Unkind, kind, good, bad. Body parts – head, arms, hands, legs, feet, fingers, toes, eyes, mouth, ears and nose. Pad, toilet wash hands.

	personal autonomy, and relationships are embedded in all areas of practice)	Begins to identify and name body parts. Co-operates with personal care routines. Growing independence/ rejecting help.	
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### Phase: KS1 Relationship Education

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Daily PSHE lesson weekly	Turn taking games such as snap, catch. Looking at/sharing photos of family and friends. Matching symbols. Sensory trays and toys set out for choosing time for pupils to explore. Label body parts. Songs around body parts e.g. head, shoulders, knees and toes. Decrease support during toileting.	People who are special to us – families, carers. Recognise and identify family roles. Who are our friends? Kind and unkind behaviours Seeks out others and learns how to play or work co-operatively with an adult and with peers. Identifies different types of relationships. Self-esteem & unkind comments Friendships: being a good friend. Growing and changing – babies, children, adults. Identifies and name body parts. Increased independence with personal care routines. Growing independence/ rejecting help.	Special, family, Mum, Dad, brother, sister (other key vocab to do with family) Unkind, kind, good, bad, friend Can I talk to someone? Body parts – head, arms, hands, legs, feet, fingers, toes, eyes, mouth, ears and nose. Pad, toilet wash hands.

### Phase: KS2 Relationship Education

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
PHSE lesson x 1 Cross-curricular	<ul style="list-style-type: none"> <li>All about me profile</li> <li>Like and dislike profile</li> <li>Happy box project</li> <li>Life cycles – science</li> </ul>	Characteristics of healthy family life. Recognise stable, caring relationships. What to do if family relationships are making them unhappy.	Unkind, kind, good, bad, friend, feelings, Can I talk to someone?

<p>(science – growing &amp; changing)</p>	<ul style="list-style-type: none"> <li>• Personal care (toileting , brushing teeth, personal hygiene)</li> <li>• Recognising and responding to bullying</li> <li>• What is friendship?</li> <li>• Saying 'NO'</li> <li>• Personal space song / boundaries</li> <li>• Emotions board (circle time)</li> <li>• Role play and scenarios</li> <li>• Behaviour strategies in the classroom</li> <li>• Turn taking task</li> <li>• Group and social times such as circle time.</li> <li>• Kind/unkind sorting pictures</li> <li>• Emotions sorting symbols and pictures.</li> <li>• Like/dislike sorting pictures</li> <li>• Expressing own emotions and identifying other's emotions.</li> <li>• PE</li> <li>• Yoga</li> <li>• 'How are you feeling?'</li> <li>• Body parts – matching and naming</li> <li>• Good and bad touch</li> <li>• Life cycle of a human – stages of growth</li> <li>• How am I special? – What are my needs?</li> <li>• Responsibilities – prompting jobs and roles within the classroom (empowerment and ownership)</li> <li>• Healthy eating</li> <li>• Good and bad foods</li> <li>• The importance of exercise</li> </ul>	<p>Appropriate behaviours (giving and receiving) – how to treat others.  Importance of self-respect.  Bullying behaviours - recognising and how to get help.  Friendships: being a good friend, managing conflict and what to do to repair it if it goes wrong.  Strategies to develop self-esteem and confidence.  Puberty, physical changes including menstruation.  Expressing own emotions and identifying other's emotions.  Making healthy food choices  Identifying healthy/unhealthy food  Human Life Cycle</p>	<p>Happy, sad, angry, tired, poorly, excited...  Healthy/unhealthy  Good/bad choices  Kind/unkind</p> <p>All families are different</p> <p>How is my body changing?</p>
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	<ul style="list-style-type: none"> <li>• Looking after my body</li> <li>• What makes me happy?</li> <li>• The importance of relaxing</li> <li>• What's in my sensory diet?</li> <li>• Access to sensory equipment</li> <li>• Access to specialist provision (SI room, sensory room, soft play)</li> <li>• Off-site activities (gym, horse riding, library, shop)</li> <li>• School shop</li> <li>• Educational visits</li> <li>• People who help us in the community</li> <li>• How to get help in an emergency</li> <li>• Safe strangers</li> </ul>		
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### Phase: KS3 Relationship and Sex Education

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
PHSE lesson x 1 Cross-curricular (science – puberty and reproduction)	<ul style="list-style-type: none"> <li>• Role Play for appropriate behaviours, including bullying</li> <li>• Family backgrounds/family trees</li> <li>• Quizzes</li> <li>• Sorting/matching activities</li> <li>• Hot Seating</li> <li>• Interviews</li> <li>• YouTube/BBC</li> <li>• Discussion</li> <li>• Labelling body parts/changes</li> <li>• Creating Models</li> <li>• Boys/Girls Groups</li> <li>• Social Stories</li> </ul>	<p>Family roles. Different types of relationships; changing relationships (eg. Marriage, divorce, separation, bereavement, LGBTQIA+)</p> <p>Characteristics of positive relationships. Appropriate behaviours (giving and receiving) – respect, courtesy and manners in relationships and practical steps to improve relationships in a range of contexts.</p> <p><del>Boundaries in friendships with peers including online.</del></p>	<p>Puberty, body changes, hormones, feelings, penis, vagina, hair. Can I talk to someone?</p>

	<ul style="list-style-type: none"> <li>• Use of sanitary products</li> <li>• Internet Safety (linked to Internet Safety Day)</li> <li>• Emotional awareness, i.e. mirrors, matching, sorting</li> </ul>	<p>How to have appropriate friendships online.</p> <p>What to do if a friendship is making them unhappy or uncomfortable.</p> <p>Identify different types of bullying and look at responsibilities including of bystanders.</p> <p>Puberty – physical and emotional changes.</p> <p>Menstrual wellbeing and the menstrual cycle.</p> <p>Know how process of puberty relates to human reproduction.</p> <p>Learn about the processes of human reproduction and birth as part of the human life cycle.</p>	
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### Phase: KS4 Relationship and Sex Education

**Important to establish ground rules with students for conversations and discussions of sensitive topics for RSE in the classroom**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
PHSE lesson x 1 Cross-curricular (science – puberty and reproduction)	<p><b>S-F:</b> matching photos of baby animals and parents eg. Cow/calf, horse/foal/ dog/puppy, human/baby and verbally name anymore</p> <ul style="list-style-type: none"> <li>- Simple family tree – showing ancestors/ relatives and siblings etc could use photos.</li> <li>- Timeline of photos to show baby, toddler, adolescent, young adult, middle age etc</li> </ul> <p><b>Formal</b> – discussions of responsibilities as parents in pairs; brainstorm – could use mini whiteboards</p>	Roles and responsibilities within families including parenting.	Puberty, body changes, penis, vagina, hormones, feelings, negative feelings, positive feelings, wrong and right, trust, respect, equality, sex, STDs, pregnancy. Heterosexual, gay, lesbian, bisexual, homosexual, transgender, trans-sexual.

	<ul style="list-style-type: none"> <li>- Make a pros and cons list of having a child (discussed sensitively); when is someone ready to have a baby; needs of a baby; financial and emotional commitment</li> </ul> <p>(also S-F) - Identifying male and female parts involved in reproduction (covered in science but may need recap); use PHSE cupboard 'dolls'</p> <ul style="list-style-type: none"> <li>- Make an information sheet on pregnancy facts; healthy pregnancy</li> <li>- Discussion on good sexual health</li> </ul> <p><b>S-F:</b> discussion with these students to illicit ideas for good and bad behaviour in a relationship eg. Friends at school, relationships at home/out of school; types of etc. Powerpoint <a href="https://www.twinkl.co.uk/resource/t-t-5006-good-and-bad-relationships-powerpoint">https://www.twinkl.co.uk/resource/t-t-5006-good-and-bad-relationships-powerpoint</a></p> <p>Consent explained for <b>some S-F</b> <a href="https://www.youtube.com/watch?v=h3nhM9UIJjc">https://www.youtube.com/watch?v=h3nhM9UIJjc</a></p> <p><b>Formal</b> – teacher led discussion after partner conversations then share ideas; <a href="https://www.twinkl.co.uk/resource/t-t-5006-good-and-bad-relationships-powerpoint">https://www.twinkl.co.uk/resource/t-t-5006-good-and-bad-relationships-powerpoint</a> Use the S-F powerpoint above and discuss to expand for formal learners <a href="https://www.youtube.com/watch?v=Gn7ZQ2x0cOE">https://www.youtube.com/watch?v=Gn7ZQ2x0cOE</a> <b>healthy and unhealthy relationship clip 2 mins</b></p> <p>*Teacher led discussion after partner conversations then share ideas about intimate relationships – what does this mean?</p> <p>Quiz about 'sex' – led by teacher on interactive board Sex Education quiz</p>	<p>Facts around pregnancy and sexual health.</p> <p>Healthy &amp; unhealthy relationship behaviour, including coercion and peer pressure; indicators of and how to respond.</p> <p>*Characteristics of strong, positive relationships; types of relationships Romantic feelings &amp; sexual attraction. Expectations of relationships/abuse Intimate relationships, consent and contraception; age of sexual consent. How to access support and advice. Long term relationships/parenthood</p>	<p>Contraception; legal age of consent, relationship, parent, parental responsibilities Can I talk to someone?</p>
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	<ul style="list-style-type: none"> <li>- <a href="https://www.twinkl.co.uk/resource/relationships-and-sex-education-rse-quiz-t-p-3164">https://www.twinkl.co.uk/resource/relationships-and-sex-education-rse-quiz-t-p-3164</a></li> <li>- Law and sexual consent – discuss</li> </ul> <p><a href="https://www.youtube.com/watch?v=u7Nii5w2FaI">https://www.youtube.com/watch?v=u7Nii5w2FaI</a> Tea and Consent video clip – will need discussion</p> <p><b>Formal:</b> Discussion of types of sexual relationships between adults: heterosexual, bisexual, same sex. Gender identities eg. Transgender</p> <p>Girls and boys groups</p>	<p>Types of relationships/ sexual relationships</p> <p>Online aspects of relationships link to online safety; sexting Saying 'No', my body my rights Recognise unwanted attention e.g. harassment, stalking; ways to respond and seek help</p>	
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**Phase: Post 16 Relationship and Sex Education**

**Important to establish ground rules with students for conversations and discussions of sensitive topics for RSE in the classroom**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
<p>Preparation For Adulthood- Health and Independent Living subjects x 2 lessons p/week</p> <ul style="list-style-type: none"> <li>Identified and tailored ASDAN life skills challenges relating to RSE</li> </ul>	<p>Personal Hygiene- Students experience/ or discuss tactile/sensory exploration of personal hygiene products.</p> <ul style="list-style-type: none"> <li>Experiencing/practicing showering, personal care home activities, shaving, oral hygiene, body/hair washing, hand washing-toe and nail cutting/cleaning, hair brushing, cleanliness of hair, maintenance of hair.</li> </ul> <p>Relationships- A lot of discussion based activities occur in this topic.</p> <ul style="list-style-type: none"> <li>educational videos relating to different negative/positive behaviours in relationships</li> <li>Relationship booklets (formal learner)</li> <li>Discussion around sexting</li> <li>Discussion around appropriate social behaviour in a relationship.</li> <li>Understanding different relationships- family, friends, partners etc. activities</li> <li>Contraception (formal learners)</li> </ul>	<p>Healthy &amp; unhealthy relationship behaviour; indicators of and how to respond; characteristics of strong, positive relationships. Romantic feelings &amp; sexual attraction Expectations of relationships/abuse Intimate relationships, consent and contraception. Legal age of consent; right to say 'No' Long term relationships/parenthood. Choices in relation to pregnancy and where to get help. Legally recognised marriages and civil partnerships; legal status of other long-term relationships. Online aspects of relationship - link to online safety Recognise unwanted attention e.g. harassment, stalking; ways to respond and seek help Responsibilities as a parent Understand the potential impact of pornography on sexual attitudes and behaviours</p>	<p>Puberty, body changes, hormones, feelings, negative feelings, positive feelings, trust, respect, equality, wrong and right, sex, STDs, pregnancy. Heterosexual, gay, lesbian, bisexual, homosexual, transgender, transsexual. Contraception; legal age of consent, relationship, parent, parental responsibilities Can I talk to someone?</p>

	<p>legal age of consent, relationship, parent, parental responsibilities</p> <ul style="list-style-type: none"><li>• Mental Health-Can I talk to someone about my relationship? Understanding when to say "No" in a relationship.</li></ul>		
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