Marjory Kinnon School

Key Stage 4: Semi-Formal Pathway

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASDAN (Personal Progress Awards) supported by the Power of Reading and our Maths Semi-Formal Curriculum						
English	Stories from Around the World	Adventure Stories	Poetry	Emotions through Non-fiction Stories	Reimagined classic stories	News and Media
Maths	U1: Number Systems U2: Pattern Spotting	U1: Pattern Spotting U2: Investigating Numbers End of Term 1 Consolidation and Assessment	U4: Exploring Shape U6: Reasoning with Measure U5: Generalising Arithmetic	U7/8: Discovering Equivalency/ Reasoning with Fractions U9: Solving Problems with Number U12: Exploring Change	U10: Investigating Statistics U11: Visualising Shape U12: Exploring Change	U13: Reasoning Proportionally U14: Describing Position U15: Measuring and estimating
ASDAN (Towards Independence)						
Art & Design	**Art & Design – Drawing and Mark Making** • Explore a variety of drawing and mark-making tools. • Develop confidence in making marks for a purpose. • Investigate different lines, shapes and patterns. • Explore texture through drawing. • Create simple pictures using drawing techniques.	**DT - Recycled materials - Bird feeder (group of 3)** • Explore construction materials • Build and test structures • Make choices • Join materials • Select appropriate resources • Develop fine motor skills • Evaluate finished products • Understand purpose and function	**Art & Design – Sculpture & 3D Making** • Explore a range of 3D materials and sculptures • Develop skills in rolling, squeezing, stacking, joining and decorating • Create individual and collaborative sculptures • Express preferences and make creative choices • Experience success through sensory • Exploration and purposeful making • Build confidence in using tools and materials safely	**DT - Joining materials – Cardboard Furniture (group of 3)** • Explore a variety of packaging materials and structures. • Investigate how packaging protects products. • Develop joining and construction skills. • Design and create simple product packaging. • Make choices about colours, materials and decorations.	**Art & Design - painting and mixed media** • Explore a variety of painting techniques and materials. • Develop understanding of colour and colour mixing. • Investigate texture through mixed media. • Create Art & Design work inspired by personal experiences and interests. • Express preferences and make creative choices. • Build confidence in using Art & Design	**DT –Textiles – design/make a shopping bag (1 per student)** • Develop pupils' confidence in exploring and using textile materials through sensory and practical experiences. • Develop fine motor skills through cutting, sticking, threading, sewing and decorating activities. • Encourage communication and independence through making choices about colours, materials and decorations.

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	• Express ideas, preferences and creativity. • Develop fine motor control and hand-eye coordination.			• Prepare products for a real Enterprise Sale Day. • Develop communication, teamwork and employability skills.	materials safely and independently.	• Introduce simple textile construction skills such as joining, fastening and assembling. • Help pupils understand that products are designed for a purpose and need to be fit for use. • Enable pupils to design and create a finished felt phone case they can be proud of.
Outdoor Learning (Year 10)	**Using and Looking After Workshop Tools**			**Getting Ready to Plant**		
	Safe Tool Use • Know some tools. • Pick the right tool. • Wear safety gear. • Stay safe. • Look after tools.	**Using Tools** • Use tools safely. • Follow instructions. • Use the right tool for the job. • Ask for help if you need it.	**Looking After Tools and the Work Area** • Clean tools after use. • Put tools away. • Keep the area tidy. • Work safely with others.	**Understanding Soil** • Know what soil is. • Look at different soils. • Learn why plants need soil. • Find out what helps plants grow.	**Testing Soil** • Look closely at soil. • Test different soils. • Spot differences in soil. • Find good soil for planting.	**Soil Preparation for Getting Soil Ready for Planting** • Dig and break up soil. • Use tools safely. • Wear safety gear. • Get soil ready for plants to grow.
Outdoor Learning (Year 11)	**Looking after our plants**			**Exploring different Land-Based Jobs**		
	Healthy Plants and Safe Working • Spot healthy plants. • Spot unhealthy plants. • Look for pests and bugs. • Work safely with plants. • Use tools safely.	**Looking After Plants** • Water plants. • Pull out weeds. • Cut back plants. • Help plants grow. • Keep the area tidy.	**Checking Our Work** • Look at how the plants are growing. • Talk about what went well. • Say what could be better. • Keep simple records of our work.	**Learning About Land-based Jobs** • Learn about different land-based jobs. • Learn about builders and people who fix things • Learn about farming and gardening. • Learn about caring for animals. • Learn about looking after nature.	**Finding Information** • Find information about jobs. • Learn what people do at work. • Learn what skills they need. • Ask and answer questions.	**Sharing Information** • Make a poster or leaflet. • Share what you have found out. • Talk about different jobs. • Show your learning to others.

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Life Skills: Towards Independence	**Starting Out**		**Introduction to Money**		**Introduction to Personal Care Routines**	
	Person-Centred Skills for Independence Learners use a person-centred approach to identify their strengths, interests and aspirations while developing key ASDAN skills in communication, numeracy, independent living and work-related learning. Activities focus on self-awareness, making choices, setting goals and increasing confidence in everyday situations	**Applying Skills for Everyday Life and Future Opportunities** Learners apply person-centred skills in practical contexts, building independence through communication, numeracy, daily living tasks and work-related experiences. They reflect on their achievements, develop greater responsibility and prepare for future education, employment and community participation.	**Recognising and Using Money in Everyday Situations** Learners develop an understanding of coins and notes, recognise the value of money, and practise using money to buy familiar items. They build confidence in making simple purchases and understanding the purpose of money in daily life.	**Looking After Money and Using Community Shops** Learners learn simple money management skills, including looking after their money, making choices when spending, and using shops appropriately. They apply these skills in practical shopping activities, developing independence and confidence in community settings.	**Personal Care and Getting Ready for the Day** Learners develop awareness of personal care routines through sensory and practical activities. They explore hygiene, dressing, making choices, following daily routines and preparing for different parts of the day to increase independence and wellbeing.	**Accessing Services and Developing Independence:** Learners explore a range of everyday services, such as shops, leisure facilities and healthcare settings, through sensory experiences and practical activities. They develop communication, confidence and independence skills needed to access community services safely and appropriately.
Other Subjects						
Science	**Physics** **The Moon and Phases** • Investigate what the Moon looks and feels like • How are craters formed • Forces and gravity • Light and the Moon • Astronauts and space travel • Moon rocks • Moon scientists		**Chemistry** Changes in states of matter • Solids, liquids and gases • Melting, freezing, condensing and evaporating	**Chemistry** Materials and processes • Identifying common materials, testing materials for purpose, describe changes to a material in a test, comparing properties of materials	**Physics** Electricity • Simple battery powered circuit, test light sources,	
PE (Year 10)	**Invasion Games: Basketball** • Explore dribbling • Explore passing and receiving	**Boccia and Kurling (3 weeks each)** • Sending the ball: Develop our sending technique and accuracy	**Gymnastics: Matching and mirroring (3 weeks)** • Explore matching and mirroring	**Striking and fielding: Cricket** • Develop fielding stopping, catching and throwing	**Rackets, balls and balloons** • Develop striking a ball into space	**Sports Day activities (3 weeks)** **Athletics activities (3 weeks)**

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PE (Year 11)	• Explore shooting	• Sending the ball: Developing accuracy in teams	**Dance: Prejudice and discrimination (3 weeks)** • Exploring prejudice and discrimination			• Developing running, jumping and throwing
	Invasion Games: Basketball • Develop dribbling • Develop passing and receiving • Develop shooting	**Boccia and Kurling (3 weeks each)** • Playing games • Level 1 Boccia competition: Pairs and team boccia	**Gymnastics: Exploring sequences (3 weeks)** • Link movements to create a sequence • Sequence development • Sequence performance **Dance: Titanic (3 weeks)** • Explore rhythmic patterns using our body	**Striking and fielding: Cricket** • Applying fielding batting and bowling skills in games	**Rackets, balls and balloons** • Apply striking a ball into space in games	**Sports Day activities (3 weeks)** **Athletics activities (3 weeks)** • Developing running, jumping and throwing
Humanities **(RE, History, Geography)**	**RE:** Relationships and Families	**History:** Making Decisions together (democracy)	**Geography:** Exploring the Continent of Africa	**RE:** Islam: What do we do during Ramadan and Eid	**History:** Kings and Queens: Elizabethan England (1558-1603)	**Geography:** Our city London
IT	**Being Safe and Responsible Online**		**Transacting**		**Communicating**	

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(Towards Independence)	**Staying Safe Online:** Learners develop an awareness of using technology safely. They learn about trusted adults, keeping personal information private, recognising safe and unsafe online activities, and making good choices when using devices and the internet.	**Being Responsible Using Technology:** Learners explore how to use technology respectfully and responsibly. They practise following simple online rules, being kind when communicating with others, asking for help when needed, and using digital devices safely in school, at home and in the community.	**Writing and Word Processing Skills:** Learners use simple technology such as tablets, Chromebooks and computers to develop early writing skills. They practise typing letters, words and short sentences, using basic word processing tools to create and edit their work.	**Sending Messages and Sharing Information:** Learners use technology to create and send simple messages to familiar people. They practise entering text, sharing information safely, and using digital communication tools to develop independence and confidence in everyday communication.	**Speaking and Listening Using Technology:** Learners use simple technology such as tablets, Chromebooks, interactive whiteboards and communication apps to develop speaking and listening skills. They practise giving and responding to messages, making choices, and communicating with familiar people in a variety of everyday situations.	**Communicating and Sharing Information with Technology:** Learners use technology to listen to information, follow simple instructions, answer questions and share their ideas. They build confidence in using digital tools to communicate, interact with others and support learning both in school and in the wider community.
PSHE	**Core Theme: Health and Wellbeing**		**Core Theme: Relationships**		**Core Theme: Living in the Wider World**	
	Yr 10 – The Colour Thief (The Story Project)	NSPCC Speak Out, Stay Safe programme, not addressed through The Story Project	Yr 10 – Ritu Weds Chandi (The Story Project)	• Sexual health and contraception • Online relationships and digital safety • Exploitation, harassment and abuse • Equality, diversity and discrimination	Yr 10 – Pizza Face (The Story Project)	• Drugs, alcohol and risk taking • Financial literacy and money management • Careers, employability and future planning • Rights, responsibilities and the law
	Yr 11 – Sunny Side Up (The Story Project)	NSPCC Speak Out, Stay Safe programme, not addressed through *The Story Project*	Yr 11 – Making a Baby (The Story Project)	• Sexual health and contraception • Relationship abuse and exploitation • Substance awareness and risk management • Personal safety and independent decision-making	Yr 11 – Finding my Voice (The Story Project)	• Careers and employability skills • Financial literacy and budgeting • Independent living and adulthood