Marjory Kinnon School

Key Stage 4: Semi-Formal Pathway

Cycle 2	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	Transport and journeys	Information and Non-Fiction Stories	Poetry	Feelings	Contemporary Fiction and traditional twists	Animals and Habitats
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: Print making & Pattern** • Explore a range of printing tools and materials. • Understand cause and effect through printing. • Create repeated patterns. • Make choices about colours and resources.	**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	**Art & Design: Painting and mixed media - Artists, Colour & Creativity** • Explore, identify and mix a range of colours using different painting tools and techniques. • Investigate the work of famous artists and respond to their use of colour, shape, pattern and texture.	**DT: Joining materials- hedgehog house (group of three)** • Use simple making skills to construct and decorate products. • Develop communication, teamwork and enterprise skills. • Evaluate products and understand how	**Art & Design: Textiles, Printing & Surface Design** • Explore and investigate a range of fabrics, textures and textile materials. • Develop printing and surface decoration skills using a range of tools and techniques. • Develop fine motor control, hand-eye	**DT: Textiles – woven tote bag (recycled materials) (1 per student)** • Develop practical food preparation skills through repeated hands-on experiences. • Understand the importance of healthy food choices and balanced snacks. • Develop independence and

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	• Develop fine motor skills. • Communicate preferences and evaluate Art work.	• Build confidence in using tools and materials safely	• Use colour, texture and mark making to communicate feelings, preferences and personal responses. • Develop painting and mixed media skills through exploration, experimentation and repeated practice. • Create individual and collaborative artwork inspired by artists, experiences and personal interests. • Reflect upon, discuss and evaluate artwork using preferred communication methods.	products can be improved.	coordination and creative confidence. • Create personalised textile outcomes by making independent creative choices. • Communicate preferences and evaluate creative work.	confidence in everyday cooking activities. • Work safely and hygienically when preparing food. • Communicate preferences, opinions and choices about food. • Develop enterprise and teamwork skills through a real-life context.
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.

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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.
Life Skills	**Starting out** **(if not already completed from Cycle 1)** **Independent Living Progression**		**Using Transport**		**Work Awareness**	
	Coping at Home and Developing Everyday Independence Learners develop the skills needed to manage everyday life at home, including following routines, completing household tasks, making safe choices, communicating needs and increasing confidence in independent living activities.	**Personal Safety in the Home:** Learners explore how to stay safe at home by identifying risks and hazards, understanding emergency procedures, using household items safely, and developing the awareness and decision-making skills needed to keep themselves and others safe.	**Planning and Preparing for Independent Travel** Learners develop the skills needed to plan a journey, including identifying destinations, choosing suitable transport, reading simple timetables, preparing what they need for travel, and understanding how to stay safe before setting off.	**Travelling Safely and Confidently:** Learners apply their travel skills in practical situations, using different forms of transport where appropriate. They develop confidence in following routes, communicating with others, solving simple travel problems and travelling safely and independently within their community.	**Understanding the World of Work and Different Workplaces:** Learners explore a variety of jobs and workplaces that make up the world of work. They develop an understanding of workplace expectations, different employment roles, and very simple skills and qualities needed to be successful in a range of working environments.	**Health, Safety and Responsibilities at Work:** Learners learn how to stay safe in the workplace by identifying hazards, following health and safety procedures, using equipment appropriately and understanding their responsibilities. They develop the knowledge and confidence needed to participate safely in work-related activities and future work placements.

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Other Subjects						
Science	**Physics – The Earth** Sort different rocks, fossils, volcanoes, weather on Earth		**ASDAN Entry Level 1** **Chemistry – The Environment** Composting, materials, recycling, making a wormery		**Biology – Plants and trees** Identify main parts of a tree and a plant, stages of a plant growing, fruits and vegetables	**Biology – Living things and their habitats** Animal habitats, fish, birds and mammals, dinosaurs, how animals survive in their habitat
PE **(Year 10)**	**Invasion Games: Basketball** • Explore dribbling • Explore passing and receiving • Explore shooting	**Boccia and Kurling** (3 weeks each) • Sending the ball: Develop our sending technique and accuracy • Sending the ball: Developing accuracy in teams	**Gymnastics: Matching and mirroring** (3 weeks) • Explore matching and mirroring **Dance: Prejudice and discrimination** (3 weeks) • Exploring prejudice and discrimination	**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) • Developing running, jumping and throwing
PE **(Year 11)**	**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

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Humanities **(RE, History, and Geography)**	**History:** Celebrating Kindness (with links to Black History Month)	**Geography:** Going on Holiday	**RE:** Christianity: What are beliefs and values	**History:** Wheels Through Time: A History of Transport	**Geography:** Exploring the Continent of Asia	**RE:** Making Good Choices (how religion helps us to understand right, wrong and making good choices)
IT (Towards Independence)	**Using Computer Technology**					
	Getting to Know Your Computer: Learners explore different parts of a computer or tablet, including the screen, keyboard, mouse, touchpad and touchscreen. They learn how to turn devices on and off safely and use basic controls with increasing confidence.	**Opening and Using Programs and Apps:** Learners practise opening, closing and using simple programs and apps. They develop independence in selecting activities, following instructions and using technology for learning, communication and leisure.	**Taking and Editing Photos:** Learners use tablets, cameras or computers to take photographs and make simple changes such as cropping, resizing or adding effects. They explore how technology can be used creatively to capture and share experiences.	**Exploring and Using the Internet Safely:** Learners use the internet to access simple information, videos and learning activities with support. They develop an understanding of basic online safety, recognising trusted adults and making safe choices when using websites and online content.	**Internet, TV and Radio in Everyday Life:** Learners explore different types of media, including the internet, television and radio. They learn how these technologies are used for information, entertainment and communication, and develop confidence in accessing simple media content safely with support.	**Using Games for Learning and Leisure:** Learners explore a range of digital and non-digital games, developing skills such as turn-taking, following instructions, making choices and problem-solving. They learn how to use games safely and appropriately for enjoyment, learning and social interaction.
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

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	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