

## Year 9 Curriculum Overview

	LB1	LB2	LB3	LB4	LB5	LB6	
<b>English – Core school</b>	<p><b><u>How To Train A Dragon</u></b></p> <p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Instruction writing</li> <li>• Descriptive writing</li> <li>• Story recount &amp; sequencing</li> <li>• Drafting and editing written work</li> <li>• Narrative writing</li> <li>• Persuasive writing</li> <li>• Information writing</li> </ul> <p><b>SPAG focus:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Time connectives</li> <li>• Punctuation- full stops, capital letters, commas, colons, exclamation marks, question marks</li> <li>• Speech marks and narrative writing</li> </ul> <p><b>Drama focus:</b></p> <ul style="list-style-type: none"> <li>• In the manner of the word</li> <li>• Imaginative objects</li> <li>• Freeze frames</li> <li>• Pair work- guided tour</li> <li>• Physical action performance</li> <li>• Speech reading</li> </ul>		<p><b><u>Mr Penguin and the Lost Treasure</u></b></p> <p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Persuasive writing</li> <li>• Information writing</li> <li>• Narrative writing</li> <li>• Recount writing</li> <li>• Poetry writing</li> <li>• Creative writing</li> <li>• Instruction writing</li> <li>• Newspaper articles</li> </ul> <p><b>SPAG focus:</b></p> <ul style="list-style-type: none"> <li>• Adjectives, verbs and adverbs</li> <li>• Subheadings, captions and bullet points- information writing layout</li> <li>• Rhyming words</li> <li>• Speech and narrative writing</li> <li>• Punctuation- full stops, capital letters, question and exclamation marks</li> <li>• Verbs and imperative verbs</li> <li>• The purpose of words for effect- emotive language, superlatives, sensationalism</li> </ul> <p><b>Drama focus:</b></p> <ul style="list-style-type: none"> <li>• Freeze frames</li> <li>• Hot seating</li> <li>• Monologue</li> <li>• Developing character-taking on character roles</li> <li>• Naming the space</li> <li>• Guided tour</li> <li>• Roll on the wall</li> </ul>		<p><b><u>The Arrival</u></b></p> <p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Sentences structures and composition</li> <li>• Speech writing</li> <li>• Creative story writing</li> <li>• Persuasive writing</li> <li>• Instruction writing</li> </ul> <p><b>SPAG focus:</b></p> <ul style="list-style-type: none"> <li>• Sentence structure – word order.</li> <li>• Layout of dialogue, speech marks, commas.</li> <li>• Alternatives to said ('said is dead'!)</li> <li>• Word order:</li> <li>• Verbs and adverbs</li> <li>• Sentence structure – word order.</li> <li>• Layout of dialogue, speech marks, commas.</li> <li>• Alternatives to said ('said is dead')</li> <li>• Adding adverbs – see above</li> <li>• Fronted adverbials</li> <li>• Persuasive language techniques:</li> <li>• Direct address – using 2<sup>nd</sup> person you/your, we, us...</li> <li>• Rhetorical questions</li> <li>• Present tense</li> <li>• Time conjunctions and adverbs</li> <li>• Imperative verbs</li> <li>• Use of bullets/numbered steps.</li> </ul> <p><b>Drama focus:</b></p>		

					<ul style="list-style-type: none"> <li>• Props – from pictures on first page of the book.</li> <li>• Role on the object</li> <li>• Freezeframe and captioning</li> <li>• Naming the space</li> <li>• Guided tour</li> <li>• Role play</li> </ul>	
<b>English- SLD</b>	<b>SLD EMS curriculum</b> <b>Our Bodies</b> <b>SLD EMS curriculum</b> AQA Tasks: 105584 108327 1110501 111823 112536 114296 73430 84764 85117 95755 <b>Funny Bones- the story</b>  <b>Kinetic letters</b> <b>Phonics/functional vocab Colourful Semantics</b>	<b>Health &amp; Wellbeing</b> <b>SLD EMS curriculum</b>  <b>734430</b> <b>111466</b> <b>105194</b>  <b>Kinetic letters</b> <b>Phonics/functional vocab Colourful Semantics</b>	<b>All Creatures Great and Small</b> <b>SLD EMS curriculum</b> <b>AQA Tasks:</b>  <b>118650</b> <b>118591</b> <b>117715</b> <b>114821</b> <b>114397</b> <b>119242</b> <b>113431</b>  <b>Kinetic letters</b> <b>Phonics/functional vocab</b> <b>Colourful Semantics</b>			
<b>Maths - CORE</b>	Place value – counting on/back, value of digits, finding more/less, multiples, odd/even, Addition & Subtraction – number bonds,	Length and perimeter – units of length, calculate perimeter of 2D shapes and composite shapes. Multiplication and division – repeated	Properties of 2D/3D shapes, inc. nets. Classify and sort shapes. Place value – rounding, ordering and comparing. Graphs and charts – bar charts, tables, pie charts, line graphs, real life graphs.	Addition & Subtraction – written methods, inverses, estimation and checking Mass/capacity/temperature - measuring. Reading scales. Units of measure.	Multiplication and division – formal written methods. Solve problems. Place Value – negatives, Roman Numerals, solve number problems	Problem solving with 4 ops. One-and two-step problems. Ratio and proportion – scaling recipes and scaling problems. Converting units – convert between metric units for length/mass/ capacity.



	<p>missing numbers, mental and written methods, Time – sequencing events, calendar events. Converting 12-24hr digital/analogue., Charts – tally charts, pictograms.</p> <p><b>FUNCTIONAL MATHS TASKS</b></p>	<p>addition, mental methods, sharing Angles and construction – Recognise, measure and draw angles. Parallel lines. Money – recognise/use coins, give change Fractions – unit and non-unit fractions, equivalent fractions.</p> <p><b>FUNCTIONAL MATHS TASKS</b></p>	<p>Comparing/totalling/interpreting data. Sequences – number patterns, times tables, counting patterns. Decimals – calculations with decimals (inc. money)</p> <p><b>FUNCTIONAL MATHS TASKS</b></p>	<p>Money – add/subtract money, giving change, £ and p. notation Probability – vocabulary, probability scale, probability of events. Fractions – compare and order fractions. Calculations with fractions.</p> <p><b>FUNCTIONAL MATHS TASKS</b></p>	<p>Percentages of amounts. Fraction/decimal/percentage equivalence. Area/perimeter – 2D shapes and composite shapes. Read and interpret timetables. Averages – mean, median, mode and range. Time – 12-24 hr analogue and digital clocks. Converting time. Reading time and solving problems.</p> <p><b>FUNCTIONAL MATHS TASKS</b></p>	<p>Coordinates/position/direction – Read/plot coordinates. Reflect/translate shapes. Symmetry. Angles of turn. Directions. Volume – volume of 3D shapes and composite shapes.</p> <p><b>FUNCTIONAL MATHS TASKS</b></p>
<b>Maths - SLD</b>	<p><b>Four lessons per week to follow skills area:</b>  <b>(1.) Understanding number – place value and vocabulary (2.) Number – calculations (3.) Measures including time (4.) Money</b></p> <p><b>One lesson per week to follow topic themes below:</b></p>					
	<p><b>The Body</b> Measure heights using non-standard and standard units of measure</p>	<p><b>The Body</b> Measure heights using non-standard and standard units of measure</p>	<p><b>Health and Wellbeing</b> Healthy recipes Shopping lists Preparing snacks</p>	<p><b>Health and Wellbeing</b> Measure heart beats per minute Time exercise</p>	<p><b>Creatures Great and Small</b> Sorting and classifying Comparing size/speeds</p>	<p><b>Creatures Great and Small</b> Minibeasts – Data collection Minibeast map of school</p>
<b>Science</b>	<p>AQA Entry level award.          Biology Units B1 - Cells, B2 - Babies, B7 - You only have one life look after it, B8 – Body wars, B9 – Creepy crawlies          Chemistry Units C1 - Physical and chemical changes, C2 - Acids and Alkalis, C4 – Clean air and water, C6 - Sorting out, C11 - How fast how slow.          Physics Units P1 - Getting the message, P2 - Full spectrum, P3 - Medical rays, P8 – Attractive forces, P9 - Pushes and pulls.</p>					
<b>Sport and Leisure</b>	<p><b>Sport</b> Invasion Games 1 Football/ Touch Rugby</p>	<p><b>Sport</b> Invasion Games 2 Basketball/ Netball/ Handball</p>	<p><b>Sport</b> Net and Wall 1 Sitting Volleyball</p>	<p><b>Sport</b> Target Games Dodgeball/ Inclusive Sports</p>	<p><b>Sport</b> Striking and Fielding</p>	<p><b>Sport</b> Net and Wall 2 Tennis/ Table Tennis</p>



	<p><b>Leisure</b> SAQ/ Interval/ Fartlek/ Continuous/ Circuit/ Group exercise training</p> <p><b>Health and Wellbeing</b> Capture the Flag/ Netball/ Table Tennis</p>	<p><b>Leisure</b> Rowvember – Fitness Suite Fitness</p> <p><b>Health and Wellbeing</b> Flag Football/ Goalball/ Yoga</p>	<p><b>Leisure</b> Leadership – AQA Unit 110512</p> <p><b>Health and Wellbeing</b> Football/ Benchball/ Dance</p>	<p><b>Leisure</b> Fencing</p> <p><b>Health and Wellbeing</b> Touch Rugby/ Frisbee/ Arrows Archery</p>	<p><b>Leisure</b> Athletics</p> <p><b>Health and Wellbeing</b> Golf/ Dodgeball/ Fitness Suite</p>	<p><b>Leisure</b> Athletics</p> <p><b>Health and Wellbeing</b> Rounders/ Boxercise/ Multi-Sports</p>
<b>Humanities</b>	<p>Significant people of the UK</p> <ul style="list-style-type: none"> <li>- Past and present</li> <li>- Black history</li> <li>- Men and women</li> </ul>		<p>Technology</p> <ul style="list-style-type: none"> <li>- Changes</li> <li>- Future technology</li> <li>- Uses in day to day life</li> </ul>		<p>Sport Around The World</p> <ul style="list-style-type: none"> <li>- Olympics</li> <li>- National sport</li> <li>- Trying them out</li> </ul>	
<b>Computing</b>	<p><b>e-Safety</b> and use of a <b>range of software</b> – Cyberbullying. Final piece using <b>PowerPoint.</b></p>	<p><b>Programming</b> – following on screen instructions to create a moving toy. <b>Lego</b></p>	<p><b>Editing photographs</b> and creating special effects.</p>	<p><b>Databases</b> – Creating and interrogating using graphs, pie charts and sort/ filter tools.</p>	<p><b>Coding/ Programming</b> – Using basic codes including loops and nested loops. <b>Minecraft Education</b></p>	<p><b>e-safety</b> and uses of <b>Word.</b> Including letter writing, inserting tables etc.</p>
<b>Design Technology</b> (NB double lessons swap groups after Term 3)	<p>‘Battle Spinners’ Purpose and form Machines and motion Symmetry and ergonomics</p>	<p>‘Rubber Power’ Rubber-band powered cars and paddle boats</p>	<p>‘Storage Boxes’ Laser-cut templates and vacuum-formed trays</p>	<p>‘Battle Spinners’ Purpose and form Machines and motion Symmetry and ergonomics</p>	<p>‘Rubber Power’ Rubber-band powered cars and paddle boats</p>	<p>‘Storage Boxes’ Laser-cut templates and vacuum-formed trays</p>
<b>Cooking and Nutrition</b>	<p><b>Dietary needs &amp; special diets</b> <b>Theory:</b> Dietary needs throughout life</p>	<p><b>Food Standards &amp; Functions</b> <b>Theory:</b> Availability,</p>	<p><b>Creative Cooking Theory:</b> planning food for specific events, hygiene/safety</p>			



<p>(NB 3 LBs delivered as lessons are doubles)</p>	<p>stages, physical activity &amp; energy balance, food allergens, intolerance &amp; religious/cultural needs <b>Skills:</b> knives, hob, coking rice, grating, grilling, draining, layering, mashing <b>Recipes:</b> Pasta Fiorentina, cottage pie &amp; risotto</p>	<p>traceability, certification and assurance schemes, characteristics of ingredients <b>Skills:</b> knives, hob (frying, boiling, simmering), draining, portioning, forming, shaping, oven, rubbing-in, rolling out, weighing &amp; measuring, grating, baking tins, creaming, layering, assembling <b>Recipes:</b> Samosas, savoury tart, Dutch apple cake &amp; lasagna</p>	<p>requirements, food choice meal options for recipe-kits <b>Skills:</b> using &amp; applying all learned skills throughout key stage <b>Recipes:</b> Festival feast project, recipe kit creation</p>			
<p><b>PSHE</b></p>	<p>Self-Awareness and Managing Feelings</p>	<p>Self-Care, Support and Safety</p>	<p>Changing and Growing</p>	<p>Healthy Lifestyles</p>	<p>Careers</p>	<p>The World I Live In</p>
<p><b>Art</b></p>	<p>Art Appreciation</p>	<p>Portrait Drawing</p>	<p>Lino Cutting and Printing</p>	<p>Photography</p>	<p>Silk Painting</p>	<p>Silk Painting/ Art Appreciation</p>
<p><b>Music</b></p>	<p>Electric Guitar</p>	<p>Audio Editing</p>	<p>Samba</p>	<p>Film Music</p>	<p>Drums</p>	<p>Arts Award</p>
<p><b>Ethics</b></p>	<p>Buddhism and Values: What is it like to follow a Buddhist way of life in Britain today?</p>	<p>Buddhism and Values: What is it like to follow a Buddhist way of</p>	<p>Where do we come from and Where are we going to? - What beliefs do some people hold?</p>	<p>Where do we come from and Where are we going to? - What beliefs do some people hold?</p>	<p>Sikhism – What is it like to live a Sikh Way of Life in Britain today?</p>	<p>Sikhism – What is it like to live a Sikh Way of Life in Britain today?</p>



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