



Curriculum Booklet
Year KS4M

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Key Stage 4 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Your son/daughter will receive homework throughout the academic year. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, we will be issuing all students with a homework pack which should be used to supplement any other homework set. We also recommend students should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them however the homework pack is optional.

ICT is embedded throughout the curriculum. In particular, the students will be using the Mathletics programme as part of their Maths curriculum and Spelladrome as part of their English curriculum. During dedicated ICT lessons, students will be consolidating their ICT skills.

You may find these websites useful when working with your son/daughter at home.

www.ictgames.co.uk - maths and literacy activities.

<http://resources.woodlands-junior.kent.sch.uk/maths> - maths activities.

www.mathszone.co.uk - Maths activities.

www.bbc.co.uk/schools/scienceclips/ - Science activities.

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan BEFORE I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them



ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions



REMEMBERING
I use more than one piece of information at a time

English Functional Skills

Functional skills are designed to equip students with the skills to operate confidently, effectively and independently in education, work and everyday life.

Functional Skills English at Entry Levels 1, 2 & 3, aims to ensure that each individual is able to communicate effectively and develop skills in:

- speaking, listening and communication
- reading
- writing.

For each component realistic contexts have been designed so that students develop the functionality they need. Students must pass each component at their chosen level in order to achieve the award for Functional Skills English.

Unit of Work	Knowledge and Content
Speaking, Listening and Communicating	<p>Students are expected to meet the following criteria during a group discussion and one to one conversations:</p> <ul style="list-style-type: none">• Follow the main points of discussions• Use techniques to clarify and confirm understanding• Give own point of view and respond appropriately to others' points of view• Use appropriate language in informal and formal discussions/exchanges• Make relevant contributions allowing for and responding to others' input.
Reading	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none">• Understand the main points of texts• Obtain specific information through detailed reading• Use organisational features to locate information• Read and understand texts in different formats using strategies/techniques appropriate to the task

Writing	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none"> • Plan, draft and organise writing • Sequence writing logically and clearly • Use basic grammar including appropriate verb-tense and subject-verb agreement • Check work for accuracy, including spelling.
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Maths

Students following the Entry level courses will learn the following content:

Unit of Work	Knowledge and Content
Entry Level 1	<ul style="list-style-type: none"> • Numbers up to 10 • Words up to 10 • Comparing sizes • Patterns of 2 • Describing shapes • Adding and subtracting • More, less or the same? • Ordering • Where does it belong? • Sides and corners • Cubes • Where and when? • Calculator numbers
Entry Level 2	<ul style="list-style-type: none"> • Counting to 20 • Repeating patterns • Up to 100 and beyond • Ordering • Counting in steps • Measuring lines • Angles • Adding and subtracting • Using a calculator • Measuring • Collecting data and presenting it in a table • Block graphs • Turning shapes • Shapes and their properties • Shopping and squares • Shopping problems • How much more? • Matching diagrams • Sharing

Entry Level 3	<ul style="list-style-type: none"> • Hundreds, tens and units • Addition and subtraction • Symmetry • 2-D and 3-D Shapes • Pictograms • Sequences • Journeys • Time • Folding and shading • Half of • Fractions • Money • Angles • Reading scales • Colder and colder • Two way tables • Number patterns • Multiples • Remainders
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AQA Unit Award Scheme

The Unit Award Scheme is a unique recording of achievement scheme. It offers everyone the opportunity to have their achievements formally recognised - no matter what this is, how old they are, how long it takes or how small the learning step might be. The origins of Unit Award Scheme lay in the need for identifying short term targets for students, setting clear learning outcomes and ways of evidencing successful achievement, and providing rapid reward for successful achievement in terms of a statement of achievement.

- Accrediting a range of modular courses being developed all the time;
- Accrediting the wider achievements of all students (not done so by conventional examinations) as part of the recording achievement process.

Unit of Work	Knowledge and Content
Putting on a Performance	Discuss the selection of performance ideas with a tutor Choose one idea from the selection Practice the idea for a performance Take part in a short performance with an audience Take part in a short performance with an audience
Food Technology	Carry out a basic risk assessment of the kitchen prior to use, with assistance if necessary. To decide on an appropriate and nutritionally balanced dish to prepare. To select and buy the necessary ingredients, cook and serve the dish Ensure that the kitchen environment and utensils are clean and tidy at the end of the cookery session.

Animal Care	<p>Different classifications of animals</p> <p>Identify vertebrates and invertebrates</p> <p>To use a key to classify animals</p> <p>To learn about and experience caring for animals in school</p>
First Aid	<p>To participate in a discussion about the basic objectives of first aid and when first aid should be given.</p> <p>To name at least three items from a first aid box and describe their uses.</p> <p>To identify at least five situations or conditions that may require first aid.</p> <p>To identify how to administer basic first aid to at least two of the agreed conditions.</p>
Horticulture	<p>To prepare soil for planting.</p> <p>To weed an area of the garden.</p> <p>To plant at least one type of seed.</p> <p>To water seedlings and plants.</p> <p>To pot a plant</p>

Science

Unit of Work	Knowledge and Content
Science and the Human Body	<p>By the end of the module, all students will:</p> <ul style="list-style-type: none"> • To be able to name the main organs of the body / To be able to identify the key function of the major body systems • To be able to state / record the factors that can increase the risk of ill health • To be able to identify / record actions that can be taken to maintain health • To gather basic health data by following instructions under close supervision • To be able to make simple conclusions about the health of individuals

<p>Health and Safety</p>	<p>By the end of the module, all students will:</p> <ul style="list-style-type: none"> • identify hazards to health and safety in different situations • outline potential effects of hazards on people in different situations • identify people who may be harmed in different situations • outline the likelihood of harm in different situations • outline existing health and safety control measures in different situations • explain how control measures control risk in different situations
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Music

<p>Unit of Work</p>	<p>Knowledge and Content</p>
<p>Skills Building 1</p>	<p>Students will continue to develop their practical skills and knowledge of musical elements. Playing instruments will help strengthen their motor skills and confidence. Students will also continue to develop their singing skills and understanding of rhythm. Students will also undertake a group composition project.</p>

Skills Building 2	Students will continue developing their skills through music of a variety of styles. Music theory, singing and playing instruments will be the focus as students develop their ability to read, write and perform music. Students will continue developing their composition.
Blues / Jazz	Students will explore blues and jazz music, learning about its origins up to its influence on modern music. They will explore common themes and structures, including the 12-bar blues chord progression, and will learn to play the chords.
Blues composition	Students will work in pairs or groups to develop a short composition based on repeated patterns, such as a chord progression or rhythmic ostinato. At the end of term, students will perform to the class.
Music and Emotion	Students will explore how music can influence or reflect our emotions, even our actions. Happy, sad, angry, energetic, dancelike, etc. Students will consider the elements of music in discussing objectively how the music expresses emotions, and create a short piece expressing a particular emotion.
Summer live performance	Choosing a good song to perform. Can everyone learn it? What different ways of learning songs do people know? Review of vocal warm ups: humming, vocal slides and lip trills.

PE

Unit of Work	Knowledge and Content
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YMCA	The gym option is delivered at the YMCA Gym in Surbiton. During the term the students will be taught a range of safety rules which will enable them to access the gym and use the equipment safely and independently. They will be able to demonstrate that they can set up and access a range of equipment and understand effects of training. These include Heart rate, hydration and recovery. It also includes the importance of warming up and down.
Golf	The Golf sessions are delivered in partnership with Horton Park Golf Club. During the programme the students will learn a range of skills both at the driving range, putting greens and on the golf course. The sessions are delivered by a qualified PGA instructor and are aimed at encouraging participation outside of school hours.
Tennis	The Tennis course is run at Surbiton Tennis Club. The groups are taught a range of skills, which build on those they were taught in Key Stage 3. The students are shown a range of tactics and strategies to overcome opponents in direct competition. They are also encouraged to develop their technique and improve their performance.
Games	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, futsal, and boccia.
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.
Rowing	Pupils will have the opportunity to visit the school's boat and practice working together as a team to effectively row the boat along part of the River Thames at Kingston. They will be taught by Mr Mears who is a very accomplished and qualified rowing instructor.

Unit of Work	<p>Knowledge and Content</p> <p><i>We also work closely with external agencies such as NSPCC, intergrate UK and Tender in order to deliver specific parts of the PSHE curriculum. These organisations introduce the students to support networks they may access when they leave school. Recent topics include the "speak out stay safe" campaign, healthy relationships with a focus on identifying harmful behaviours and the Straight talking project. Links to the relevant external agencies can be found on our website.</i></p>
Drugs Education	<p>Entry Level 1</p> <p>Be able to recognise that some substances are safe and others are unsafe Sort given substances into safe and unsafe categories when swallowed</p> <p>Be able to recognise that some drugs are legal and others are illegal Recognise two common legal drugs, two over-the-counter medicines, and two illegal drugs</p> <p>Know about some problems associated with alcohol abuse and smoking Communicate problems relating to the abuse of alcohol and tobacco. Recognise the legal age for buying tobacco and alcohol</p>
Personal Finance	<p>Entry Level 1</p> <p>Be able to identify the value of British coins currently in use</p> <p>Know the approximate cost of some regularly bought items</p> <p>Be able to participate as a member of a group in a fund-raising activity</p>
Personal Safety	<p>Entry Level 1</p> <p>Be able to identify dangers found in the home and garden</p> <p>Know how to cross a road safely</p> <p>Know about the safe use of social network sites Identify a social network site. Communicate one risk associated with the use of social network sites.</p> <p>Know about an organisation that promotes safety Identify one agency that gives advice on safety. Identify what type of advice is given</p>

Food Technology

Unit of Work	Knowledge and Content	Skills
<p>Healthy and Safety in the kitchen</p> <p>Independent cooking</p>	<p>Students will develop skills and knowledge in following areas:</p> <ul style="list-style-type: none"> - Healthy and Safety in the kitchen - Personal hygiene - Washing up and cleaning after cooking - Reporting accidents - Following simple recipes - Using kitchen equipment 	<p>Peeling Chopping Slicing De-coring De-seeding Mixing Beating Rubbing in Rolling Shaping Washing up Drying Cleaning</p>
<p>Cooking dishes from around the world</p>	<p>Students will develop skills and knowledge in following areas:</p> <ul style="list-style-type: none"> - Researching cuisines - National dishes from different countries - Using/tasting new ingredients 	<p>Peeling Chopping Slicing Grating Filling Mixing Stirring Sprinkling Crumbling Washing up Drying Cleaning</p>
<p>Cooking and serving a meal</p>	<p>Students will develop skills and knowledge in following areas:</p> <ul style="list-style-type: none"> - Researching suitable recipes - Working our quantities - Following recipes - Serving meals - Social skills - Clearing up after cooking 	<p>Peeling Chopping Slicing Baking Shaping Grating Mixing Weighing Serving Washing up Drying Cleaning</p>

Students will be working completing some units from the AQA Unit Award Scheme. Through these accreditations they will improve their knowledge of ingredients and health and safety in the kitchen. They will also be further developing their practical skills and independence in the kitchen.

Unit of Work	Knowledge and Content
Digital Literacy	In this unit students will have become familiar with the school network and different systems available to them. Most students will learn: how to log on to the school network, how to access and use school email, how to send an email, how to search the internet, and how to search for items matching a specific criterion, search for items matching multiple criteria.
Finding Information	In this unit, students will be able to search for information effectively, visit specific sites and extract information to answer questions, write/provide evidence of findings and create documents based on topic chosen. Students will become familiar with appropriate search techniques to find information, with the difference between fact and opinion and comment on the validity and reliability of the website and finding appropriate information
Using Word Processing Software	This unit is designed to enable the learner to use a range of basic word processing software tools to produce straightforward documents.
Presentation Software	This unit is designed to enable the learner to use a range of basic presentation software tools to produce straightforward slide presentations.
DTP Software	In this unit, students will create a certificate, a menu, and a leaflet using Desktop publisher software for a specific target audience.
Spreadsheet Software	This unit is designed to enable the learner to use a range of basic software tools to present and check spreadsheets that are straightforward.

Students will be working completing some units from the Wjec creative arts Scheme. Through these accreditations they will develop an understanding of a wide range of creative arts as well as developing their independence, imagination and ICT skills.

Unit of Work	Knowledge and Content
Exploring Film Genres	This unit aims to enable learners to gain knowledge of film genres and their key features. By the end of the unit the pupils should be able to identify what Genre a film is and explain why they have chosen to categorise a film in the way they have.
Creating a print media product	The students will create a print media product of their choice such as an advertising poster or leaflet using a range of desktop publishing programs such as Microsoft publisher and powerpoint
Create an audio visual sequence	This unit is designed to enable the learner to develop their multimedia skills and will give the learners an opportunity to use and develop an understanding of video recording and editing equipment and programs to create their own audio visual sequence.
Contributing to the creation of a group drama presentation	Within this unit the students will develop their Drama and acting skills. They will work as part of a group with the emphasis being put on teamwork and cooperation with peers and staff. Students will develop their confidence and speech throughout the unit.

Communication Lessons

Unit of Work	Knowledge and Content / Skills
<p style="text-align: center;">Verbal & Non Verbal Communication</p>	<p><u>Students will practice the following skills -</u> Verbal & Non Verbal Communication:</p> <ul style="list-style-type: none"> • Listening and attention skills, Body Language/Facial Expressions, Eye Contact, Personal Space, Tone of Voice, Formal/informal language for different situations, Assertiveness <p><u>Students will practice their question asking skills including:</u></p> <ul style="list-style-type: none"> • Formal and informal questions, how to use questions to find out specific information, how to use questions to gain clarification or additional information, and what are appropriate and inappropriate questions.
<p style="text-align: center;">Rules of Conversation</p>	<p><u>Students will practice rules of conversation including appropriate ways to:</u></p> <ul style="list-style-type: none"> • Start a conversation and greet others, Join a conversation, Turn taking Interrupting, Being Interrupted, Agreeing/disagreeing, Arguing, Complimenting, Criticising, Jokes, Refusing and Apologising <p><u>Students will develop an understanding of:</u></p> <ul style="list-style-type: none"> • Friendships and who is and is not a friend • How I feel, why I feel like that and how I can help myself • Expected and unexpected behaviours in different situations
<p style="text-align: center;">Social Skills</p>	<p><u>Students will practice functional skills for –</u></p> <ul style="list-style-type: none"> • Friendships • Conversation • Social skills in the community including on social media • Understanding themselves and others • Expressing their emotions

The above topics will be based on Social Thinking Programme (Michelle Garcia Winner) and Talkabout (Alex Kelly), as well as Zones of Regulation (Leah Kuypers).

Timetabled Communication Lessons will take place weekly, led by a qualified Speech and Language Therapist (Gemma Hatfield). As part of your child's attendance at St Philip's, implied consent has been given for your child to access the school's Speech and Language Therapy service. If you wish to withdraw your consent for your child to access Speech and Language Therapy at St Philip's please do contact Ben Walsh (Head Teacher), Gemma Hatfield or your child's form tutor to discuss.