

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
ENGLISH	Holocaust context; Auschwitz; descriptive language	Boyne's language; child viewpoint; dramatic irony	Compare Pavel and Kotler; language choices	Patriotism and Shmuel; assessment writing	Bruno and Shmuel; contrast and relationship	Betrayal and moral dilemma	Novel ending; creating tension	Holocaust legacy; Auschwitz today; speaking and listening
RISE TO READ	Holes Ch. 1-4: Camp Green Lake; setting	Ch. 5-8: first hole; character emotions	Ch. 9-12: meeting Zero; character description	Ch. 13-16: digging; atmosphere	Ch. 17-20: friendship; relationships	Ch. 21-24: conflict; dialogue	Ch. 25-28: escape; suspense	Ch. 29-32: survival; action writing
CREATIVE WRITING	Setting description linked to Camp Green Lake	Character emotions	Character description	Atmosphere writing	Friendship and relationships	Dialogue writing	Tension and suspense	Action writing
MATHS	Baseline; place value; compare, order and round	Addition and subtraction; money and measures	Directed numbers: order and four operations	Multiplication and division; decimals and remainders	BIDMAS; powers, roots and checking	Factors, multiples, primes, HCF and LCM	HT1 checkpoint; review and corrections	Misconceptions; targeted reteach and recheck
SCIENCE	Microscopes	Living processes	Plant cells	Animal cells	Diffusion	DNA	HT1 revision and checkpoint	Misconceptions: targeted reteaching
STEM	Bridge building	Science of weapons: elastic potential energy	Paper rollercoasters	K'NEX gravity racer	Robotic hand build	Water-balloon protection drop	Wind-powered vehicles	STEM problem-solving challenges
HISTORY / GEOGRAPHY	What was the Holocaust?	Growing antisemitism	Judging by appearances; prejudice	The Final Solution	What is justice?	HT1 checkpoint	Misconceptions and reteach	Slip/catch-up week
PSHE	Introduction to PSHE; safe discussion	Eating disorders and body image	Understanding mental health	Healthy eating and cholesterol	Stress management	Exercise and wellbeing	Substance misuse	Alcohol safety
RE	What's wrong with the world today?	Steps people can take to bring peace	Recent and living prophets	What historical prophets would say today	Does everybody follow religion?	Can spiritual people be non-religious?	Checkpoint / assessment	Gap analysis, reteach and recheck
ETHICS / READING SKILLS	What's wrong with the world today?	Steps people can take to bring peace	Recent and living prophets	Historical prophets and modern issues	Does everybody follow religion?	Spirituality without religion	Knowledge, reasoning and review	Gap analysis, reteach and recheck
COMPUTING & DIGITAL SKILLS	Professional email	Professional Google document	Tables in documents	Spreadsheet foundations and formulas	Conditional formatting	Charts and presenting data	HT1 checkpoint	HT1 misconceptions Feed Forward and catch up
ART	Sketchbook, identity and formal elements	Line and contour	Tone and form	Texture, pattern and personal motifs	Jon Burgerman response; character thumbnails	Final character composition and colour	Checkpoint: final artwork and reflection	Studio improvement and misconceptions
FOOD / LIFE SKILLS	Mini pizza	Chocolate-chip muffins	Chicken pasta bake	Apple crumble	Sausage plait	Rocky road	Loaded potato skins	Jam sponge traybake
PE	ME in PE: teamwork, respect and baseline skills	Communication; movement and supporting teammates	Trust; passing and receiving	Decision-making; width, support and attack	Resilience; defending and recovery	Adaptability across invasion games	Leadership; organising and coaching others	Reflect, beat baseline and showcase games
FOREST SCHOOL	Welcome to the site and shared expectations	Risk-benefit thinking	Shelter and comfort	Loose-parts exploration and problem solving	Cotton-wool fire lighting and fire-area routines	Outdoor cooking and social roles	Create a safe social base; shared drink/snack	Practise safe equipment use, teamwork and site routines
PRODUCT DESIGN	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1
GRAPHICS	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1	Not scheduled in HT1

Forest School, PSHE and PE: ongoing progress through participation, discussion and practical learning; no scheduled checkpoints or summative assessments.
Yellow: checkpoint, assessment or responsive teaching. Grey: unscheduled or pathway-specific provision. Updated 20 September 2026.