

**Pathway 2 Curriculum Overview**  
**Summer Term – 2023 - Refugees**

Maths	English	Global Learning
<b>Number and Counting</b>	<b>Reading</b> Topic book for term – <b>Key Stage 3</b> – Everybody's welcome- Patricia Hegarty. Honey Bee life cycle books <b>Key Stage 4</b> My name is not refugee- Kate Milner. Butterflies life cycle book.	<b><u>Scientific and Historical Learning</u></b> <b>Key Stage 3-</b> Seasonal changes and how this affects animals <b>Key Stage 4-</b> Seasonal changes and how this affects humans  <b><u>Geographical knowledge</u></b> Visit to Wythall animal sanctuary/ horse sanctuary looking at where animals live and thinking about how we can help them. <b>Key Stage 3-</b> Animals and their habitats <b>Key Stage 4-</b> Animals/humans and their habitats  <b><u>Food technology Key Stage 3/4/5</u></b>  <b><u>Recipes from around the world.</u></b> Using the Refugee cookbook to create meals and snacks from different countries.
<ul style="list-style-type: none"> <li>Daily opportunities for Number and Counting within a range of lessons and daily practical experiences.</li> <li>Maths songs and games, counting forwards and backwards.</li> <li>Counting objects, addition and subtraction.</li> <li>Number recognition, rote counting.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly reading of Rapid reading/PM reading and Symbols making sense scheme books.</li> <li>Personalised symbol books based on Animal sanctuaries and refugees.</li> <li>Daily opportunities for reading symbols, cue card and symbol sentences.</li> <li>Sequencing a story- sequencing a sentence and using colourful semantics.</li> <li>Discussing needs and rights of animals</li> <li><b>KS3-</b> Create posters and leaflets about animal care.</li> <li><b>KS4-</b> Create non- fiction book about butterflies and non-fiction books about animal sanctuary and looking after animals</li> </ul>	
<b>Measures and Money</b>	<b>Writing</b>	
<ul style="list-style-type: none"> <li><b>Key Stage 3-Measures-</b> Comparison of animal and insect sizes, comparing animal homes and their sizes. Building play homes for animals and problem solving about how many will fit in there. <b>Money-</b> Role play shops, counting out sets, coin recognition,</li> </ul>	<ul style="list-style-type: none"> <li>Writing, tracing and copying key vocabulary, ingredients, names and places related to the topic theme, as well as individually motivating / relevant words.</li> <li><b>Key stage 3-</b> Creating posters and leaflets, how we look after animals. What are the rules when caring for pets</li> </ul>	

<p>money equivalence in pennies.</p> <ul style="list-style-type: none"> <li>• <b>Key Stage 4-Measures</b> Comparison of animal homes – pens, kennels, hutches and human homes- flat, bungalow, caravan etc. Building models to represent homes, using language of measures. <b>Money</b> Exchanging coins, counting sets, addition and subtraction of pennies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key stage 4-</b> What are rules for looking after animals in the environment, horse and animal sanctuary. Create non – fiction books with symbols and words</li> </ul>	
<b>Physical Education</b>	<b>Speaking and Listening</b>	<b>Assembly themes and RE - All Key stages</b>
<ul style="list-style-type: none"> <li>• Daily access to movement activities at playtimes.</li> <li>• Weekly PE sessions– <b>KS3-</b> Dance and sitting volleyball</li> <li>• <b>KS4 and 5-</b> Dance and Sitting volleyball</li> <li>• Weekly access to school community including the garden and access to trampoline.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive communication using Communication books, Makaton and vocalising.</li> <li>• Group storytelling and turn taking, listening and responding to requests. Teaching topic related vocabulary and signs, modelling key words and sentences.</li> <li>• Using colourful semantics approach to build vocabulary and structure.</li> <li>• Listening and following instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Celebrating Eid</li> <li>• International day of families</li> <li>• World bee day</li> <li>• World oceans day</li> <li>• Refugees</li> <li>• Keeping safe</li> <li>• Celebrating our year</li> </ul>
<b>Creative Learning– All Key Stages</b>	<b>RHSE- SRE – All key stages</b>	<b>Preparing for Adulthood Key Stage 5</b>
<ul style="list-style-type: none"> <li>• <b>Key Stage 3- Collages—</b> Flowers and textiles for exhibition <b>Art-</b> techniques linked to animal patterns- stippling, shading</li> <li>• <b>Key Stage 4 and 5 Textiles and weaving-</b> Sewing, creating items for enterprise sale.</li> <li>• <b>Pottery</b> with Artist in residence, preparing work for exhibition.</li> </ul>	<p><b>RSE-</b> Body parts and puberty Relationships Consent <b>Living in the wider world</b> My community Human rights The environment</p>	<p><b>Daily experiences and activities under the 4 PFA outcomes...</b> <b>1. Employment</b> – Creating and making items for enterprise week. Serving on the stall. <b>2. Independent Living</b> – Seasonal drinks and snacks, cleaning the flat and food tech. <b>3. Community Inclusion</b> – Visits to animal sanctuary, horse sanctuary. <b>4. Health-</b> Preparing healthy meals and snacks. Engaging in exercise, physio</p>

<ul style="list-style-type: none"> <li>• <b>Music/Dance</b> –Putting on a group performance, working with a partner, focusing on responding to music and rhythm.</li> </ul>		programmes and therapies to promote wellbeing.
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