

<p>Students will develop their ability to work safely within a Science laboratory</p> <p>Students should be able to extend the knowledge gained within Key Stage Two to explain scientific and every day phenomenon linked to Particles. E.g. develop the ability to explain changes in state and separation techniques.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two to explain scientific and every day phenomenon linked to Energy and Cells. E.g. develop the ability to explain how cells to together to form organs and how organs systems work together the organisms to survive.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two to explain scientific and every day phenomenon linked to Cells and Waves. E.g. develop the ability to explain how light and sounds travels through solids, liquids and gases.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two to explain scientific and every day phenomenon linked to Reproduction and Inheritance. E.g. develop the ability to use correct terminology to discuss the male and female reproductive system and the science behind pregnancy. Students also need to understand the inheritance of characteristics.</p>	<p>Students should be able to link Key Stage Two knowledge with the learning from the Particles from half term one to explain scientific and every day phenomenon linked to Elements, Compounds and Periodic table. E.g. develop the ability to explain how the elements from the periodic table make compounds.</p>	<p>Students should be able link Key Stage Two, Particles and Elements, compounds and periodic table knowledge to explain scientific and every day phenomenon linked to Acids and Bases. E.g. develop the ability to explain a neutralisation reaction.</p>
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically</p>

<ul style="list-style-type: none"> • Application of knowledge activity 	<ul style="list-style-type: none"> • Application of knowledge activity 	<ul style="list-style-type: none"> • Application of knowledge activity 	<ul style="list-style-type: none"> • Application of knowledge activity 	<ul style="list-style-type: none"> • Application of knowledge activity 	<ul style="list-style-type: none"> • Application of knowledge activity
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Year Group: Year 8

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
<ul style="list-style-type: none"> • Health • Forces and Motion 	<ul style="list-style-type: none"> • Forces and Motion continued • How Science Work skills 	<ul style="list-style-type: none"> • Bioenergetics • Generating and using electricity 	<ul style="list-style-type: none"> • Chemical Reactions 	<ul style="list-style-type: none"> • Ecology 	<ul style="list-style-type: none"> • Space
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
<ul style="list-style-type: none"> • Find a mean • Write a method effectively 	<ul style="list-style-type: none"> • Scale and Axis • Draw a line of best fit • Use equations correctly 	<ul style="list-style-type: none"> • Construct a table • Make order of magnitude calculations • Evaluate Precision / accuracy / validity of an investigations methods • Evaluate Precision / accuracy / validity of an investigations data 	<ul style="list-style-type: none"> • Use measuring devices accurately • Evaluate Precision / accuracy / validity of an investigations methods 	<ul style="list-style-type: none"> • Analyse ethical problems • Write a hypothesis 	<ul style="list-style-type: none"> • Use appropriate significant figures • Understand uncertainty

Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
<p>Students will develop their ability to work safely within a Science laboratory</p> <p>Students should be able to extend the knowledge gained within Key Stage Two and Year 7 to explain scientific and every day phenomenon linked to health and Forces and Motion.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two and Year 7 to explain scientific and every day phenomenon linked to Forces and Motion.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two and Year 7 to explain scientific and every day phenomenon linked to Bioenergetics and Generating and using electricity.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two and Year 7 to explain scientific and every day phenomenon linked to Chemical Reactions.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two and Year 7 to explain scientific and every day phenomenon linked to Ecology.</p>	<p>Students should be able to extend the knowledge gained within Key Stage Two and Year 7 to explain scientific and every day phenomenon linked to Space.</p>
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>	<p>Bookwork will be assessed using Classroom monitor focussing of the key skills identified above.</p> <p>In class assessment, covering two topics made up of three sections covering recognition, recall and application skills</p> <p>Educake homework's are set in all topics and are automatically marked. Teachers then give feedback based on their areas for development.</p>

Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
<p>First lesson in each unit PP activity 2 consistently a literacy link activity focussing on key language and subject specific terminology.</p> <p>Increase the use of duel coding and modelling to support lower ability.</p> <p>Tick off/ highlight keywords on glossary when used within units.</p> <p>Model extended writing making use of subject specific language specific.</p> <p>All topics include one literacy based homework</p>	<p>First lesson in each unit PP activity 2 consistently a literacy link activity focussing on key language and subject specific terminology.</p> <p>Increase the use of duel coding and modelling to support lower ability.</p> <p>Tick off/ highlight keywords on glossary when used within units.</p> <p>Model extended writing making use of subject specific language specific.</p> <p>All topics include one literacy based homework</p>	<p>First lesson in each unit PP activity 2 consistently a literacy link activity focussing on key language and subject specific terminology.</p> <p>Increase the use of duel coding and modelling to support lower ability.</p> <p>Tick off/ highlight keywords on glossary when used within units.</p> <p>Model extended writing making use of subject specific language specific.</p> <p>All topics include one literacy based homework</p>	<p>First lesson in each unit PP activity 2 consistently a literacy link activity focussing on key language and subject specific terminology.</p> <p>Increase the use of duel coding and modelling to support lower ability.</p> <p>Tick off/ highlight keywords on glossary when used within units.</p> <p>Model extended writing making use of subject specific language specific.</p> <p>All topics include one literacy based homework</p>	<p>First lesson in each unit PP activity 2 consistently a literacy link activity focussing on key language and subject specific terminology.</p> <p>Increase the use of duel coding and modelling to support lower ability.</p> <p>Tick off/ highlight keywords on glossary when used within units.</p> <p>Model extended writing making use of subject specific language specific.</p> <p>All topics include one literacy based homework</p>	<p>First lesson in each unit PP activity 2 consistently a literacy link activity focussing on key language and subject specific terminology.</p> <p>Increase the use of duel coding and modelling to support lower ability.</p> <p>Tick off/ highlight keywords on glossary when used within units.</p> <p>Model extended writing making use of subject specific language specific.</p> <p>All topics include one literacy based homework</p>
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
<p>Per topic the students will be set:</p> <ul style="list-style-type: none"> • Educake • Literacy task (TBC) 	<p>Per topic the students will be set:</p> <ul style="list-style-type: none"> • Educake • Literacy task (TBC) • Application of knowledge activity 	<p>Per topic the students will be set:</p> <ul style="list-style-type: none"> • Educake • Literacy task (TBC) • Application of knowledge activity 	<p>Per topic the students will be set:</p> <ul style="list-style-type: none"> • Educake • Literacy task (TBC) 	<p>Per topic the students will be set:</p> <ul style="list-style-type: none"> • Educake • Literacy task (TBC) 	<p>Per topic the students will be set:</p> <ul style="list-style-type: none"> • Educake • Literacy task (TBC)

<p>C8 – Chemical Analysis</p> <ul style="list-style-type: none"> Chromatography Gas Tests <p>CC Link to</p> <ul style="list-style-type: none"> C.S.I. <p>C7 - Organic Chemistry</p> <ul style="list-style-type: none"> Hydrocarbons Cracking Fractional distillation <p>CC Link to understanding</p> <ul style="list-style-type: none"> where fuel and plastics come from ethical issues linked to this. <p>P1 – Energy</p> <ul style="list-style-type: none"> Energy stores and transfers SHC Energy resources / generating electricity Renewable and non renewable energy resources <p>CC Link to</p> <ul style="list-style-type: none"> Ethics of energy sources Efficiency and wasted energy 	<p>B1 – Cell biology</p> <ul style="list-style-type: none"> Cells structure Specialised cells Microscopy Stem cells Transport in Cells <p>CC Link to:</p> <ul style="list-style-type: none"> ethics and development of stem cells. Comparing use scientific equipment <p>C9 – Chemistry of Atmosphere</p> <ul style="list-style-type: none"> Evolution of atmosphere Greenhouse gases and climate change <p>CC Link to</p> <ul style="list-style-type: none"> Climate change debate Ethics of human behaviours and pollution <p>C10 – Using Resources</p> <ul style="list-style-type: none"> Finite and renewable resources. Reuse and recycle. Potable water. <p>CC Link to</p> <ul style="list-style-type: none"> Understanding why it is important not to waste resources. Understanding the impact of human activity on our planet 	<p>B2 -Organisation</p> <ul style="list-style-type: none"> Cell, Tissue, Organ, Organ Systems and Organisms Digestion and enzymes Nutrition and food tests Breathing system Circulatory system Non communicable diseases <p>CC Link to</p> <ul style="list-style-type: none"> Understanding of how body work Healthy eating Health and welfare <p>P2 – Electricity</p> <ul style="list-style-type: none"> Circuits Resistance Electricity at home National Grid <p>CC Link to</p> <ul style="list-style-type: none"> Electrical safety Wiring plug and using fuses Careers link to electrician 	<p>P5a – Forces</p> <ul style="list-style-type: none"> Representing and resolving forces Weight gravity work Hookes Law <p>CC Link to</p> <ul style="list-style-type: none"> Understanding how the universe interacts. Links to engineering as a career <p>B3 – Infection and response</p> <ul style="list-style-type: none"> Communicable diseases Pathogens Vaccines Drug development <p>CC Link to</p> <ul style="list-style-type: none"> Scientific method, vaccine and drug development Pandemic management reducing spread of disease Understanding of how body protects against infection. Ethics of vaccination Ethics of testing and drug development Understanding statistics 	<p>C1 – Atomic Structure</p> <ul style="list-style-type: none"> Atomic structure Elements, compounds and Mixtures <p>C1 – History of the atom</p> <p>C1 – Periodic table</p> <p>Both have CC Link to</p> <ul style="list-style-type: none"> Development of scientific understanding 	
<p>Assessment:</p>	<p>Assessment:</p>	<p>Assessment:</p>	<p>Assessment:</p>	<p>Assessment:</p>	<p>Assessment:</p>
<p>Classroom Monitor- Assessment of Class work, looking at key skills listed above.</p>	<p>Classroom Monitor- Assessment of Class work, looking at key skills listed above.</p>	<p>Classroom Monitor- Assessment of Class work, looking at key skills listed above.</p>	<p>Classroom Monitor- Assessment of Class work, looking at key skills listed above.</p>	<p>Classroom Monitor- Assessment of Class work, looking at key skills listed above.</p>	<p>Classroom Monitor- Assessment of Class work, looking at key skills listed above.</p>

<p>End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms</p> <p>Educake HWK on -</p> <ul style="list-style-type: none"> • C8 & C7 • P1 	<p>End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms</p> <p>Educake HWK on -</p> <ul style="list-style-type: none"> • C9 & C10 • B1 <p>Test: Exam style (1b Week 1) Teacher marked.</p> <ul style="list-style-type: none"> • C8 • C7 • P1 	<p>End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms</p> <p>Educake HWK on -</p> <ul style="list-style-type: none"> • B1 & P1 • C7, C8, C9, C10 	<p>End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms</p> <p>Educake HWK on -</p> <ul style="list-style-type: none"> • B2 • P2 <p>Test: Exam style (2b Week 4) Teacher marked.</p> <ul style="list-style-type: none"> • C9 • C10 • B1 • B2 • P2 	<p>End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms</p> <p>Educake HWK on -</p> <ul style="list-style-type: none"> • P5a • B3 	<p>End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms</p> <p>Educake HWK on -</p> <ul style="list-style-type: none"> • C1 • Year 9 Review <p>Test: Exam style (2b Week 5?) Teacher marked.</p> <ul style="list-style-type: none"> • B1, B2, B3 • C7, C8, C9, C10 • P1, P2, P5a
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
<p>Starter Each unit to start with Key word discussion / activity.</p> <p>Lesson content Modelling of exam questions modelling command words and Key words.</p> <p>Use of dual coding to support lower ability students.</p> <p>Plenary – Tick off the key words from the glossary that were used in the lesson.</p> <p>End of topic – Key word definitions and correct use in context</p>	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Each teacher to set. 1 - Literacy task TBC	Each teacher to set. 1 - Literacy task TBC	Each teacher to set. 1 - Literacy task TBC 2 - Teams: Exam Question on either	Each teacher to set. 1 - Literacy task TBC	Each teacher to set. 1 - Literacy task TBC	Each teacher to set. 1 - Literacy task TBC

<p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • C7 or C8 • P1 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • C8 & C7 • P1 	<p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • B1 • C9 or C10 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • C9 & C10 • B1 	<ul style="list-style-type: none"> • P1 • C7 or C8 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • C8 & C7 • P1 	<p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • B2 • P2 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • B2 • P2 	<p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • P5a • B3 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • P5a • B3 	<p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • C1 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • C1 • Year 9 full review
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Year Group: Year 10

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
C2, P5b	Revision B6, C5	B6 cont. , C6	B5, P3	P7, C3	Revision of Year 9 and 10
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
C2 – Use of Scientific vocabulary, terminology and definitions of key words P5b – Plot a line graph P5b – Use equations Correctly P5b – Use the correct SI unit for values	B6 – Analyse ethical problems B6 – Plot a bar chart C5 – Use measuring devices accurately C5 – Scale an Axis C5 – Plot a line Graph C5 – Use appropriate significant figures	B6 – Analyse ethical problems B6 – Plot a bar chart C6 – Identify variables for an investigation C6 – Justify choice of equipment C6 – Use measuring devices accurately	B5 – Interpret Graphs/ Diagrams / Charts B5 – Write a method effectively P3 – Write a risk assessment P3 – Justify choice of Equipment P3 –Use measuring devices accurately	P7 – Identify variables for an investigation C3 – Use equations correctly	Year 9 and Year 10 content review B1, B2, B3, B5, B6 C1, C2, C3, C5, C7, C8, C9, C10 P1, P2, P3, P5, P7,

<p>Starter Each unit to start with Key word discussion / activity.</p> <p>Lesson content Modelling of exam questions modelling command words and Key words.</p> <p>Use of dual coding to support lower ability students.</p> <p>Plenary – Tick off the key words from the glossary that were used in the lesson.</p> <p>End of topic – Key word definitions and correct use in context</p>	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Each teacher to set.	Each teacher to set.	Each teacher to set.	Each teacher to set.	Each teacher to set.	Each teacher to set.
1 - Literacy task TBC 2 - Teams: Exam Question on either 3 - Educake HWK on either - <ul style="list-style-type: none"> • C2 	1 - Literacy task TBC 2 - Teams: Exam Question on either 3 - Educake HWK on either - <ul style="list-style-type: none"> • P5b • C5 	1 - Literacy task TBC 2 - Teams: Exam Question on either 3 - Educake HWK on either - <ul style="list-style-type: none"> • C6 • B6 	1 - Literacy task TBC 2 - Teams: Exam Question on either 3 - Educake HWK on either - <ul style="list-style-type: none"> • B5 • P3 	1 - Literacy task TBC 2 - Teams: Exam Question on either 3 - Educake HWK on either - <ul style="list-style-type: none"> • P7 • C3 	1 - Literacy task TBC 2 - Teams: Exam Question on either 3 - Educake HWK on either - <ul style="list-style-type: none"> • Year 9 review • Year 10 review

Year Group: Year 11

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

September – October	November – December	January - February	March - April	April - May	June-July
B4, P4	B7, C4 Revision for mocks	B7 cont. C4 cont.	P6 and Revision for GCSE	Revision for GCSE	N/A
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
B4 – Identify variables for an investigation B4 – Make a conclusion from data P4 – Interpret Graphs, Diagrams and Charts P4 – Plot a line Graph	B7 – Interpret Graphs / Diagrams / Charts B7 – Analyse ethical problems B7 – Find a mean C4 – Write a risk assessment C4 – Write a hypothesis		P 6 – Evaluate Precision, accuracy, validity of an investigation P6 – Use equations Correctly	All content	
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
B4 – Bioenergetics. Respiration and Photosynthesis P4 – Atomic Structure	B7 – Ecology C4 – Chemical Changes		P6 - Waves	All content	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Classroom Monitor- Assessment of Class work, looking at key skills listed above. End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms Educake HWK on - • B4 • P4	Classroom Monitor- Assessment of Class work, looking at key skills listed above. End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms Educake HWK on - • Biology Paper 1 • Chemistry Paper 2 • Physics Paper 1 Mocks (1b Week 6 TBC) Mocks At least 1 teacher marked	Classroom Monitor- Assessment of Class work, looking at key skills listed above. End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms Educake HWK on - • B7 • C4	Classroom Monitor- Assessment of Class work, looking at key skills listed above. End of topic test - 20 mark recall / recognition / Literacy test Peer mark or MS Forms Educake HWK on - • Biology Paper 2 • Chemistry Paper 1 • Physics Paper 2 Mocks (2b Week 1 TBC) Mocks At least 1 teacher marked	Educake HWK on - • Student focussed Formal GCSEs start	

	<ul style="list-style-type: none"> • Biology Paper 1 • Chemistry Paper 2 • Physics Paper 1 		<ul style="list-style-type: none"> • Biology Paper 2 • Chemistry Paper 1 • Physics Paper 1 		
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
<p>Starter Each unit to start with Key word discussion / activity.</p> <p>Lesson content Modelling of exam questions modelling command words and Key words.</p> <p>Use of dual coding to support lower ability students.</p> <p>Plenary – Tick off the key words from the glossary that were used in the lesson.</p> <p>End of topic – Key word definitions and correct use in context</p>	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC	See Autumn 1 Details TBC
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
<p>Each teacher to set.</p> <p>1 - Literacy task TBC</p> <p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • B4 • P4 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • B4 • P4 	<p>Each teacher to set.</p> <p>1 - Literacy task TBC</p> <p>2- Exam style questions on</p> <ul style="list-style-type: none"> • Biology Paper 1 • Chemistry Paper 2 • Physics Paper 1 <p>3</p> <p>- Educake HWK on either -</p> <ul style="list-style-type: none"> • Biology Paper 1 • Chemistry Paper 2 • Physics Paper 1 	<p>Each teacher to set.</p> <p>1 - Literacy task TBC</p> <p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • B7 • C4 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • B7 • C4 	<p>Each teacher to set.</p> <p>1 - Literacy task TBC</p> <p>2 - Teams: Exam Question on either</p> <ul style="list-style-type: none"> • Biology Paper 2 • Chemistry Paper 1 • Physics Paper 1 <p>3 - Educake HWK on either -</p> <ul style="list-style-type: none"> • Biology Paper 2 • Chemistry Paper 1 • Physics Paper 1 	<p>Each teacher to set.</p> <p>1 - Literacy task TBC</p> <p>2 - Teams: Revision</p> <p>3 - Educake HWK</p> <ul style="list-style-type: none"> • Student focussed 	N/A

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