

Statutory Entitlement

Oakfield High School Long Term Art and Design Plan

	Autumn Term	Spring Term	Summer Term
Y7	<p style="text-align: center;">Maps and borders</p> <p>In this unit students explore their environment and ways artists have used maps to create pieces of work. Students explore their environment and collect digital images of the surroundings. They use maps and starting points to their work and investigate the use of wet and dry media to create and enhance images. Students create designs based on their studies and use of digital images. They develop understanding of shape and form and they also learn skills for arranging materials they have collected to make collages and a class hanging.</p>	<p style="text-align: center;">Weave</p> <p>In this unit students develop their images from Autumn 1 to create a personal response using a variety of fabrics. They learn skills for weaving and explore pattern using rotated shapes. They gain experience of materials and an understanding of colour and texture to make a decorative weave.</p> <p style="text-align: center;">ARTIST Michael Berrard-Wood</p>	<p style="text-align: center;">Calder Clay</p> <p>In this unit students explore natural objects from their environment as a starting point for a two and three dimensional piece of work. It provides students with an introduction to the clay process such as slab building. They study the methods, approaches and intentions of artists and craftspeople who use the environment as inspiration and manipulate the visual and tactile qualities of materials to convey mood and feeling about an abstract landscape. They explore composition using abstract shapes to create a clay tile</p> <p style="text-align: center;">ARTISTS: A. Calder, J. Arp</p>
Y8	<p style="text-align: center;">Sea life (clay urchin/ backdrop)</p> <p>In this unit students investigate the qualities of a variety of natural sea life objects through first hand observation. They use natural objects as inspiration for pieces of work as the design a clay sea life creature. They develop their clay handling skills to produce a pinch pot and explore different ways to produce shapes using clay. They also gain experience of how to join and add texture to clay using a variety of new hand tools.</p> <p style="text-align: center;">ARTISTS Paul Klee Catrin Mostyn Jones</p>	<p style="text-align: center;">Repeat Pattern, Slide</p> <p>In this unit students will explore motif and pattern as they research Aztec images. They investigate ways to create repeat patterns using print making techniques. Students will produce their block print and explore the processes and uses of print- making to produce different pictures using different backgrounds and textures. They will also produce a tactile final piece which shows their understanding of Aztec pattern making and of print making.</p> <p style="text-align: center;">ARTISTS Aztec patterns, clothing, worship temples</p>	<p style="text-align: center;">ART FROM AROUND THE WORLD</p> <p>In this unit students explore Art from Africa and America and how their art is a part of their culture and beliefs. They will explore portraits and how the face has influenced artefacts before they create work in response to their findings.</p> <p style="text-align: center;">ARTISTS: African Art; inc, Picasso, American Indian Art.</p>
Y9	<p style="text-align: center;">Aboriginal Painting and clay</p> <p>In this unit students investigate the meanings behind the symbols found in Aboriginal pictures before making their own symbols to represent a journey of their own. They explore materials and use them to create different effects within their textured picture and make a painting. Students investigate tools and painting techniques used by Aboriginal artists to decorate their work. Student then develop their work into clay work as they produce a free standing vessel based on Aboriginal Memorial Tubes.</p> <p style="text-align: center;">ARTIST: Aboriginal Art including Didgeridoo and original painting and bull paddle.</p>	<p style="text-align: center;">Klimt portraits</p> <p>In this unit students make a self-portrait based on the work of Gustav Klimt and his influences. They investigate a range of painting techniques used on canvases and how to create tessellated patterns. They investigate print making techniques and explore ways of organizing shapes and colours. They investigate Far Eastern dress and pattern work.</p> <p style="text-align: center;">ARTISTS: Chinese art, dress design, Klimt.</p>	<p style="text-align: center;">Art Theory Perspective/surrealist landscapes.</p> <p>In this unit students explore images as they communicate ideas about perspective and the ways in which images have been distorted to create pictures. They investigate paintings and photographs by artist from the surrealist movement and explore a range of media and techniques including collage. They explore how to produce realist images in perspective before adapting images to create a surreal image of their own.</p> <p style="text-align: center;">ARTISTS: Escher, Pablo Picasso, Salvador Dali, Giorgio de Chericco, Renne Magritte</p>

Oakfield High School Long Term Drama Plan

	Autumn Term		Spring Term		Summer Term
Y7	Toys (Chitty Chitty Bang Bang)	Mulan (Martial arts/ Mulan)	Jabberwocky (Alice in Wonderland)	Heroes and Villains (Shrek 2)	'Still Life' at the Penguin Café David Bintley
Y8	Skellig (Crates, Pipes)	Bollywood (Indian Dance)	Harry Potter (Swish and Flick scene)	Guernica (WWII)	The Curious Incident of the Dog in the Night-Time Mark Haddon
Y9	Hansel and Gretel Kneehigh	'Ghost Dances' Christopher Bruce	Parkour (Parkour/gymnastics)	'The Hurricane' Christopher Bruce	Blood Brothers Willy Russell

Orange – Int/Ent Performance pieces

Oakfield High School Long Term English Plan

	Autumn Term		Spring Term		Summer Term	
Y7	Transition Unit Experiences of School Learners will experience a range of fiction texts and talk/write about their experiences	Poetry Festive Seasons Learners will read a selection of poetry and create their own poems	Drama: Reading and responding to play scripts Learners will understand how the work of dramatists is communicated through performance and create their own plays	Non-fiction Reading and responding to instructions Learners will learn how to follow, sequence and write instructions	Descriptive and narrative writing Learners will look at how to create effective superhero stories, looking at a range of texts to inspire, analyse and discuss	The Novel; reading and responding Learners will study setting, plot, and characterisation to foster a love of literature
Y8	Narrative /adventure story Learners will read a text to inspire creative writing to extend and develop vocabulary	Non-fiction: leaflets, letters, form filling Learners will explore a range of non fiction information looking at purpose, audience, context and draw on this knowledge to support & develop comprehension	Shakespeare: Learners will explore how the work of Shakespeare is communicated effectively through performance and how alternative staging allows for different interpretations of a play	Poetry: Learners will recognise a range of poetic conventions and understand how these have been used in a selection of verse	Media: newspapers Learners will analyse newspapers and their layout. Discuss sections of newspapers and develop comprehension skills through this text	Guided reading: Plays Learners will understand how contemporary plays communicate through performance and use these as a basis for performance and/or writing
Y9	Gothic/horror texts Learners will read extracts from & recognise features of gothic horror, looking at how suspense is created. This will be used to create a descriptive opening.	Shakespeare Learners will improvise, rehearse and perform play scripts in order to generate language and discuss how language is used & its meaning. They will use role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Speeches, debates, performance Learners will listen to a range of speeches to develop understanding of how language, vocabulary choice, grammar, text structure and organisational features, presents meaning	Critical reading of non-fiction and fiction texts Learners will examine and discuss a range of texts in order to show understanding	Media: Films Learners will watch a range of opening sequences from films and discuss different film genres. They will learn how to create their own storyboard in order to produce their own film.	Travel Writing Learners will experience extracts describing locations & compare and contrast other cultures as represented in text

Oakfield High School Long Term Food Tech Plan

	Autumn Term	Spring Term	Summer Term
Y7	<p>Basic skills Staying safe in the food tech room carry out baseline test Practical - Top toastie – team work, washing up, where to find equipment Practical – cous cous salad – sharp knives, Practical – pasta ham salad – sharp knives, progress to using hob, Practical – cheese scones – rubbing –in method and use of ovens Practical – carrot cakes – using graters and oven End of topic test and making Christmas / Halloween treat</p>	<p>Food around the world Introduction to other cuisines, survey favourites Taste a range of foods available in supermarkets Practical – spaghetti Bolognese Practical – chicken curry Visit to supermarket to see range of foods and ask staff about what the public buy. Look at fish and fruit and veg sections. Collate information from visit to create a display Practical – stir -fry End of topic test and making Easter treat from other country</p>	<p>Healthy Eating Eatwell Plate and its importance as part of a healthy lifestyle Picnic foods tasting and survey and whether healthy. Practical - Work in groups to make prescribed picnic products Design own picnic food following healthy eating guidelines and consider carrying, temperature, ease of eating Practical - Make picnic food Plan picnic for next lesson. Write shopping list, who will do what jobs (end of unit evaluation) End of year treat - Picnic outside in sensory garden</p>
	<p>Cooking skills: weighing & measuring; knife skills; using oven, hob; preparation skills eg peeling, chopping, grating; using basic tools and equipment</p>	<p>Cooking skills: weighing & measuring; knife skills; using oven, hob; preparation skills eg peeling, chopping, grating; using basic tools and equipment</p>	<p>Cooking skills: Knife skills, safe working practice, Chopping, peeling, slicing skills</p>
	<p>Discussing issues: why do we need to have rules? How do we stay safe</p>	<p>Discussing issues: Energy in/out concept; healthy snacking during the day; the Eatwell plate, safety and hygiene</p>	<p>Discussing issues: how to Get (at least) 5 a day; the Eatwell plate, seasonality,</p>
	<p>Design and make chocolate log or Halloween treat</p>		<p>Design and make a healthy picnic food</p>

Oakfield High School Long Term Food Tech Plan

	Autumn Term	Spring Term	Summer Term
Y8	<p>Sainsbury's bronze award Tasting existing products Practical – making a basic scone and starting to discuss how it can be changed Scone survey – as groups make 3 basic flavours and carry out a survey . use ICT to create graphs Using results from survey, develop recipe and design own scone product (flavour, colour, shape, topping) Practical – make own product Evaluation of product and unit Practical –making Christmas treat</p>	<p>Fair trade, food miles and Free range foods What is Fairtrade? Why should we consider it?.Fairtrade food growing and how it benefits workers. Food miles – where food comes from. Look at range of products and how far travelled. Compare with local products. Free range foods – why is this something we should consider? Why are they more expensive? Practical – make products using local foods compared with foreign produced foods. Compare them. Choose which to make Practical – make own choice of dish from last week. Design either a Fairtrade or 'local' product Practical – make product</p>	<p>Nutrition and energy Why do we need to eat? What does food do for our bodies. Look at energy balance. Carbohydrate foods compared with sugary foods –LOW GI – wholegrains Tasting wholegrain foods – breads, pasta, rice, comparing nut value with non-wholegrain (labels) Practical - Making wholemeal bread Design wholemeal bread product to appeal to teenagers. (pizza) Practical – make bread product End of year celebration using some breads from last week to take into sensory garden to enjoy.</p>
	<p>Cooking skills – rubbing in, mixing, baking, weighing, measuring</p>	<p>Cooking skills: chopping, peeling, boiling,</p>	<p>Cooking skills – mixing, weighing, measuring, baking, use of oven, shaping and forming</p>
	<p>Discussing issues: who will enjoy our product – target audience</p>	<p>Discussing issues: how can fair trade eating in school be encouraged? Why should we cut food miles?</p>	<p>Discussing issues: making choices for life,</p>
	<p>Design and make a savoury Scone</p>	<p>Design and make an Easter treat using Fairtrade chocolate or local produce</p>	<p>Design and make bread product</p>

Oakfield High School Long Term Food Tech Plan

	Autumn Term	Spring Term	Summer Term
Y9	<p>Packets and labels Looking at labels – what can we find out? Packaging materials – recycling. Why we use certain materials Practical – make French bread pizza photograph Use ICT to design label for pizza – use for display about labels Food advertising what tempts us and why. End of topic test -make a package for a sandwich and include as much labelling information as possible Practical – make a Christmas treat.</p>	<p>Sainsbury’s silver award Tasting existing soup products Practical – making a basic soup and starting to discuss how it can be changed soup survey – as groups make 3 basic flavours and carry out a survey . use ICT to create graphs Using results from survey, develop recipe and design own soup product (flavour, texture, hot /cold) Practical – make own product Evaluation of product and unit Practical –making Easter treat</p>	<p>Snack Attack Healthy snacking throughout the day – fruit and vegetable snacks, bread-based snacks, spreads and dips eg hummous, toasted sandwiches, salads The nutritional value of healthy snacking Evaluating the snack market – crisps and confectionery review adverts etc from last year Eatwell plate model – analysing dishes Focus on meat, fish, beans and other non-dairy sources of protein – different ways of incorporating them into snacks – research products Practical - Make hand-held snack and lunch-box item, eg, baked samosas or spring rolls Practical - Making a burger from scratch and celebrating end of KS3 together.</p>
	<p>Cooking skills – rubbing in, mixing, weighing, measuring, forming, baking, peeling, chopping, slicing</p>	<p>Cooking skills: baking, boiling, sautéing, preparing vegetables, frying</p>	<p>Cooking skills: mixing, chopping,</p>
	<p>Discussing issues: why we need information, making choices,</p>	<p>Discussing issues: new product development – is it meeting consumer needs?</p>	<p>Discussing issues: making choices about own diet, energy balance</p>
	<p>Design and make a pizza for a particular occasion or user and based on the traditions of one or more cultures</p>	<p>Design and make a soup using survey results to guide design</p>	<p>Design and make</p>

Oakfield High School Long Term Geography Plan

	Autumn Term		Spring Term	Summer Term
Y7	QCA –Unit 1 Making connections	QCA –Unit 5 Explore England Unit 13: Limestone landscapes of England	QCA – Unit 8 Coastal Features & the Sea-side QCA – Unit 19 Tourism & Holidays	QCA –unit 12 Images of a country France - unit 17
Y8	QCA-Unit 7 RIVERS Unit 4 Floods Leading to WJEC Unit RIVERS		QCA – Unit 5 Can the Earth cope? Rainforest QCA – Unit 14 Ecosystems population and resources	QCA – Unit 12 Africa QCA – Unit 20 Comparing countries
Y9	QCA – Unit 2 The Restless Earth—Earthquakes and VOLCANOES Unit 21 Virtual volcanoes and internet earthquakes Leading to WJEC UNIT Tsunamis earthquakes and Volcanoes		QCA –Unit 24 Passport to the World QCA unit 23 Local Action – Global effects Antartica	QCA Unit 6 –World Sport QCA – Unit 11 Brazil

Oakfield High School Long Term History Plan

	Autumn Term	Spring Term	Summer Term
Y7	The Development of Church, State and Society in Medieval Britain 1066 - 1509	The Development of Church, State and Society in Medieval Britain 1509-1705	The Development of Church, State and Society in Medieval Britain 1509-1745
Y8	Ideas, political power, industry and Empire Britain 1745 - 1901	Challenges for Britain, Europe and the Wider World 1901-present day	Challenges for Britain, Europe and the Wider World 1901-present day
Y9	Study an aspect or theme in British History before 1066	Study of a significant issue in world History and its interconnections with other world developments	A Depth Study Related to Cultural Change in Post War Britain Wigan Pop Culture
Y10	AQA Entry Level Units to be selected by staff - dependent on learner interest and staff expertise		
Y11	<p>AQA Entry Level Unit 18 Britain at War: The Western Front Unit 19 Britain at War: Turning Points in the Second World War</p> <p>AQA GCSE Unit 3 Historical Enquiry Britain at War</p>	<p>AQA Entry Level Unit 20 The British People in War: The Home Front in the Second World War Unit 23 Crises of the Cold War: The Berlin Blockade</p> <p>AQA GCSE Unit 3 Historical Enquiry The British People in War</p> <p>AQA GCSE Unit 4 International Relations: Conflict and Peace in the 20th Century</p> <p>Topic 3 Hitler's Foreign Policy and the Origins of the Second World War</p>	<p>AQA Entry Level Unit 24 Crises of the Cold War: The Berlin Blockade and its Aftermath</p> <p>AQA GCSE Unit 4 International Relations: Conflict and Peace in the 20th Century</p> <p>Topic 4 The Origins of the Cold War 1945-1960</p>

Oakfield High School Long Term Maths Plan

	Autumn Term		Spring Term		Summer Term	
Y7	Properties of Number The Calendar and Time	The Four Operations Measures	Properties of Number Ratio	The Four Operations Geometry	Properties of Number Money	The Four Operations Statistics
Y8	Properties of Number Statistics	The Four Operations Ratio	Properties of Number Measures	The Four Operations Money	Properties of Number The Calendar and Time	The Four Operations Geometry
Y9	Properties of Number Geometry	The Four Operations Money	Properties of Number Ratio	The Four Operations Statistics	Properties of Number Measures	The Four Operations The Calendar and Time

http://www.snappymaths.com/	http://www.math-drills.com/	http://teachingimage.com/subtraction-worksheets.php
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1	Properties of Number	Learners will learn to Read, Write and Compare numbers to a given value. They will Investigate and use Place Value; practise Mental Calculations and understand odd and even numbers. Also they will learn how to round numbers to 10,100 and 1000.
2	The Four Operations	Learners will develop the understanding and use of the four operations and undertake calculations using mental arithmetic involving addition, subtraction, division and multiplication. They will estimate answers to calculations and use the inverse rule to find missing numbers and check calculations.
3	Ratio	Learners will calculate fractions of shapes and whole numbers and understand the equivalence of fractions. They will also learn how to add and subtract fractions with the same denominator.
4	Money	Learners will learn through practical activities about the value of coins and notes. They will exchange money and work out change. They will convert units of money from pound to pence. They will use decimal notation and work out equivalent amounts of money. Learners will solve real life problems involving money.
5	The Calendar and Time	Learners will develop knowledge of the 12 and 24 hour clocks and of Calendars and timetables in everyday use. They will also learn about the days of the week and the months of the year. They will order familiar events and read the time on an analogue or digital clock. They will find the difference between two given times. Learners will solve problems involving time; convert seconds, minutes, hours as well as adding up to three amounts of time.
6	Measures	Learners will learn through practical activities about methods to measure length, mass and capacity using non-standard and standard units. They will begin to measure length, mass and capacity accurately. They will begin to convert units and learn how to read scales of measurement. They will also compare temperature with negative values.
7	Geometry	Learners will learn about 2D and 3D shapes and their properties and they will develop an understanding of the size of angles, including right angles. They will also investigate reflective symmetry, nets of solids and use coordinates. They will investigate NESW directions.
8	Statistics	Learners will develop understanding and interpretation of simple statistical diagrams. They will learn how to conduct surveys and then analyse and communicate their results. They will also learn to sort information according to set criteria.

Oakfield High School Long Term MLF Plan

	Autumn Term		Spring Term		Summer Term	
Y7	Greetings Numbers 1-10 Colours	Days Months Birthdays	Family Friends	Part of the body	Describing others	Spanish Culture
Y8	Numbers 20+ Shapes	Where do I live?	At home	Pets and animals	Clothes	Weather/ Holidays
Y9	At School	Food and drink	Holidays	Sports	Shopping	Opinions

Oakfield High School Long Term Music Plan

	Autumn Term		Spring Term		Summer Term
Y7	This Train (Gospel)	Frere Jacques (Rounds)	Haunted House (Soundscapes)	Chinese Music (China town/ calm woodwind)	Indian Music (Anile/ counting in 7's)
Y8	African Music		Glockenspiels		Samba
Y9	Ground bass (I'll see you/ Pachelbel's Canon)	Reggae (Don't Worry)	Garageband (Tubular Bells)	Film Music (film tracks and Psycho)	Caribbean Music (Day-O)

Orange – Int/Ent Performance pieces Blue – World Music Day pieces

Oakfield High School Long Term PE Plan

	Autumn Term		Spring Term		Summer Term	
Y7	Ball Skills	Outdoor and Adventurous Activities	Gymnastics	Invasion Games	Athletics	Striking/fielding games
Y8	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Y9	Ball skills	Personal fitness	Gymnastics/invasion games	Basketball	Athletics	Striking/fielding games
Y10	Basketball	Personal Fitness	Racquet games	Gymnastics	Athletics	Striking/fielding games
Y11	Basketball	Personal Fitness	Games – Racquet, basketball	Games – Racquet, basketball	Athletics	Striking/fielding games

Oakfield High School Long Term PSHE Plan

	Autumn Term		Spring Term		Summer Term	
Y7	<p style="text-align: center;">Mental Health</p> <p>SEAL – Developing Self Awareness and Self Esteem (S. Dutton)</p>	<p style="text-align: center;">Healthy Lifestyle</p> <p>Personal Hygiene Personal Well-Being Life skills – washing clothes bedding etc</p> <p style="text-align: center;">Sex & Relationships Education</p> <p>Bullying Healthy Friendships & Different Types of Relationships Growing Up Puberty / Feelings</p>	<p style="text-align: center;">Drug awareness</p> <p>Medicines Smoking Alcohol Police / Law</p>	<p style="text-align: center;">Citizens</p> <p>Being a good citizen Human / Animal rights</p>	<p style="text-align: center;">Community</p> <p>Roles played by public institutions and voluntary groups in society Citizens work together to improve their community</p>	<p style="text-align: center;">Life Skills</p> <p>Basic First Aid Scalds / cuts 999</p>
Y8	<p style="text-align: center;">Mental Health</p> <p>Developing Social and Emotional Communication Skills (S. Dutton)</p>	<p style="text-align: center;">Drug Awareness</p> <p>Medicines / illegal drugs Effects / Law Safety & First Aid (recovery position)</p>	<p style="text-align: center;">Rights and Responsibilities</p> <p>Roles of the Law & Justice System Crime / Police Court /Tribunals / Prison / Community Service/ ASBO's</p>	<p style="text-align: center;">Mental Health</p> <p>Discrimination Around Mental Health issues Eating Disorders Depression Anxiety Self- Harm Disorders (Youngminds.org.uk)</p>	<p style="text-align: center;">Sex & Relationships Education</p> <p>Bullying Puberty Contraception Sexual Shared Infections Stable Relationships Role of the family Effects of loss & Bereavement</p>	<p style="text-align: center;">Life Skills</p> <p>Managing Money Pocket money Becoming Critical Consumers - Returning goods</p>
Y9	<p style="text-align: center;">Sex & Relationships Education</p> <p>Puberty Contraception Sexual Shared Infections Domestic Violence Where to go for advice Self esteem and relationships skills (S. Dutton)</p>	<p style="text-align: center;">Drug Awareness</p> <p>Effects of alcohol Effects on family / community Illegal drugs & the Laws Local / National data</p>	<p style="text-align: center;">Mental Health</p> <p>Affects of drugs on Mental Health</p> <p>Developing confidence and Self Esteem</p>	<p style="text-align: center;">Central & Local Government</p> <p>Operation of Parliament, Including voting and elections Role of Political parties</p>	<p style="text-align: center;">Life Skills /Careers</p> <p>All about me Skills & Qualities Jobs Application forms Knowing their address and contact details</p>	<p style="text-align: center;">PSD – Managing Money</p> <p>Functions and uses of money Budgeting Managing risk</p>

Oakfield High School Long Term RE Plan

	Autumn Term		Spring Term		Summer Term	
Y7 OVERVIEW OF MAJOR WORLD RELIGIONS	JUDAISM	CHRISTIANITY	BUDDHISM	ISLAM	HINDUISM	SIKHISM
Y8 RELIGIOUS THEMES	CELEBRATING LIFE'S LANDMARKS (Birth, marriage, death traditions and rituals)	SPECIAL STORIES -1 (Christianity, Nativity)	SPECIAL STORIES - 2 (Stories from religions other than Christianity)	PRECIOUS BOOKS (All religions)	LIVING TOGETHER (Racism)	SPECIAL PLACES (Worship, pilgrimage)
Y9 WJEC PATHWAYS	PERSECUTION OF PEOPLE	RELIGIOUS FESTIVALS	FAMOUS FOLLOWERS OF RELIGION		RELIGIOUS AND MORAL ARGUMENTS ABOUT CONTENTIOUS ISSUES	

Oakfield High School Long Term Resistant Materials Plan

	Autumn Term	Spring Term	Summer Term
Y7	<p align="center">Wooden Desk tidy</p> <p>Butt joint/bending plastics/H and S Focus on Health and safety in the work place Introduction to wood work. Develop safe handling of hand tools including Tenon saw , screw drivers and hammers to make office equipment.</p>	<p align="center">Levers Robotic Arm</p> <p>Electric hand tools/ drill/ Screws/ Focus on industrial machines that use robotics and how machine can help in the work place Learners explore levers to produce a levered, moving animal</p>	<p align="center">KEY TAG</p> <p>Using CAD CAM. Focus on industrial machines and packaging. Learners use a hack saw and an abra file to cut plastic to make a key tag. They customise their work by using computer aided design and cut out transfers. They design a package for the tag</p>
Y8	<p align="center">Cams and Axles</p> <p>Lap joint. WR Focus on other tools and equipment that use Cams Learners use cams to make a toy that moves. They exploring Toys from around the world and theirs appropriateness for children</p>	<p align="center">Book ends</p> <p>Butt joint/ screws Learners construct a CD rack after investigating construction methods.</p>	<p align="center">Electronics Night light/ clock</p> <p>Sheet materials/ basic circuit WR Focus working to an product design brief as in industry Introduction to plastics and basic electronics to produce a night light for a bedroom</p>
Y9	<p>Bird house Construction: build a bird house using sheet materials Learners investigate hard and soft woods, block and sheet wood. They follow a plan to construct a bird house.</p>	<p align="center">CD rack</p> <p>Dowel joints/ vac former/ plastic WR Focus on using flow Chart to organize procedures when using machines. Industrial machines and types of plastic forming in industry that help with mass production Learners design and make a CD rack to a set specification use both wood and plastic. They form plastic using a Vacuum Formers.</p>	<p align="center">Mobile hangings/ Soft Toy</p> <p>Soft furnishings/ materials Learners produce a soft toy or cushion suitable for a small child. They explore suitable materials and fabric and using sewing techniques and machines.</p>

Oakfield High School Long Term Science Plan

	Autumn Term	Spring Term	Summer Term
Y7	learners will look at four separate areas of science: biology, chemistry, physics and working scientifically. These areas will cover: Cells and organisation Skeletal and muscular systems, Nutrition and digestion, Gas exchange, Reproduction, Photosynthesis, Ecosystems, Genetics and evolution States of matter, Atoms, elements and compounds, The Periodic Table, Pure and impure substances, Earth and atmosphere, Forces and motion, Electricity and magnetism, Space physics, Energy changes and transfers, Matter.		
Y8	In Year 8 the four areas are looked at again. This time covering the following in more detail: Cells and organisation, Skeletal and muscular systems, Nutrition, Reproduction, Gas exchange and photosynthesis, Genetics and evolution, Atoms, elements and compounds. The Periodic Table The learners also look at units covering: Cellular respiration, Health, Chemical reactions, Energetics, Materials, Energy, Pressure, Waves, Magnetism		
Y9	In Year 9 learners begin preparing for Key stage four completing Entry Level 2&3 units in: Health & safety, Plant science, Introduction to animal care, Making useful compounds, Space and the Universe, Renewable energy, Making electrical circuits		

