




		Year:	7-11	Subject:	Tutorial	Spring 2	Summer 1	Summer 2		
Intent	Subject Concepts (Substantive knowledge) 	Reading, oracy and writing	PCAS focus Ask questions <ul style="list-style-type: none"> Exploring a range of reading material Students can share their opinions using the extract to support Demonstrate an understanding of the text <u>Events</u> World book Day International Women's Day Red nose day Skills- Oracy development Concise and can articulate their opinions. Making connections between different reading sources.	Prior Knowledge: <ul style="list-style-type: none"> Express a clear opinion about the text Comprehension of vocabulary 	Takeaway Learning: <ul style="list-style-type: none"> Discuss the authors use of vocabulary and what effect this has on the reader Demonstrate an understanding of the text Make connections between vocabulary and its uses across the curriculum. 	PCAS focus – Summarise <ul style="list-style-type: none"> Explore different types of writing To explore the use of language in different types of writing <u>Events</u> Earth day Empathy day National writing day Skills- disciplinary writing development	Prior Knowledge: <ul style="list-style-type: none"> Making connections between the language used and effect it has Comprehension of the text read Share opinions 	Takeaway Learning: <ul style="list-style-type: none"> Establishing context, purpose and audience 	PCAS focus – Summarise <ul style="list-style-type: none"> Explore different types of writing Develop writing to meet subject demands. Successful writing across the curriculum <u>Events</u> #OU50 Refuge week Pride month Skills- disciplinary writing development Analyse, compare, evaluate, recall, describe, instructions, report	Prior Knowledge: <ul style="list-style-type: none"> Disciplinary writing Establishing context, purpose and audience
				Global awareness			Environment and sustainability- what is our impact on the world around us and how can we make a positive change.			Prior Knowledge: <ul style="list-style-type: none"> Understand how human can damage the environment. Understand that some charities and people can have a positive impact on the environment.
				Personal development		Prior Knowledge:	Safety and making sensible choices out in the community-	Prior Knowledge:	Growth mindset, resilience, stress and anxiety	Prior Knowledge:

			<p>Revision of Behaviour for learning and expectations at mid-point of the year</p>	<ul style="list-style-type: none"> • Understanding of the CLEAR Expectations and the Radcliffe Behaviour Policy • Recognise the high standards and expectations of The Radcliffe School • Awareness and monitoring of prior B codes with FT and on insight. • Recognise previous success of achievement points 	<p>looking at risky behaviours and being safe in the community. Link to water safety, rail safety, online safety, drugs/illicit substances and sexual misconduct/consent. Where to gain support in the community and out of school.</p>	<ul style="list-style-type: none"> • Be able to describe risky behaviour • Be able to identify hazards in the community. • Identify situations where students have had to keep themselves safe e.g. stranger danger, online safety, safety in the community etc. • Know who to seek support from within school/outside of school to keep safe. • Understand the laws and potential consequences around substance use and sexual consent. 	<p>Link to Yr9 options and Yr10 Mocks and Yr11 GCSEs Moving on Post 16</p>	<ul style="list-style-type: none"> • Appreciation that everyone learns differently and at different rates • Identify times when a student finds it difficult to learn. • Apply previously taught metacognition skills. • Apply previously taught resilience and growth mindset. • Identify situations where they students have felt stressed/anxious and discuss how they coped • Identify how LORIC and Pixl Edge have provided opportunities for them to develop these skills
				<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • How BFL positively impacts and enhances learning expectations. (link to CLEAR) • Taking accountability for behaviour; both positive and negative • Setting high expectations and targets for improvement • Be able to identify the appropriate way to behave, suggest support and actions to others in the tutor group (link to each element of CLEAR) • Social etiquette. • Self-regulation. • Managing stress. 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • To be able to make the right choices around the community. • Know that there are consequences of their actions within the community, and how these impact on others and themselves. • Understand the effect of behaviour around water, roads and rails. • To identify when students need help in the local community, and away from school, how to access, who to go to, what to report 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Understand that doing challenging work is the best way to develop skills and abilities. • Describe strategies to use when learning is difficult. • Identify how failure is an important part of learning and have strategies to cope with this. • Understand the differences between stress and anxiety, and how stress is part of everyday life and how to cope with it. • Recognise when students have shown a fixed mindset and how to adapt that to a growth mindset
	<p>PiXL Edge (LORIC Skills)</p>	<p>Leadership - This is a difficult time for many, write a 'how to' guide of top tips of how students have managed to stay motivated in the last year</p> <p>Communication - Create a collage or poster to inform people about the damage that humans are doing to the world.</p> <p>Communication - Create a review of a book/film/tv programme or game that you have engaged with.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Know it is important to stay motivated at school • Know humans are damaging the environment 	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Explain how to remain motivated • Understand how humans are damaging the planet through pollution and habitat loss • Evaluate and consider personal enjoyment of a book, computer game or film • The importance of being able to communicate successfully with others • Identify how to develop leadership skills 	<p>Initiative - a poster about road safety</p> <p>Resilience - Students learn a new skill by completing origami art</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Know the green cross code for road safety 	<p>Organisation - Research a celebrity and why they need to be organised</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Highlight where students need to be organised.
					<p>Organisation - Conduct a quiz for the tutor group</p>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Understand road safety for pedestrians and cyclists • Understand the concept of initiative and demonstrate its application • Develop strategies to employ to improve resilience in differing situations. • Access and implement organisational skill 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Access and implement organisational skill
	<p>Assembly and House Charities</p>	<p>Resilience- what it means to show resilience, how we can display resilience and encourage this in others. The importance of a growth mindset. Mental health- how to recognise if students or other people may require support and where to access this.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Circle of support (MKMHST). • Knowledge of self-care • Social media and the impact this can have on mental wellbeing. 		<p>Culture- showing an understanding that other people from different cultures may have different beliefs/customs. Knowing that it is acceptable for people to have different views on the world and celebrating this diversity. Pride month (June 2024)</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Understand the basic values within own culture. • Know that people have differing cultures. • Recognise the importance of being kind to others and tolerant of one another's cultural beliefs and traditions. 	<p>Culture Day- expression of culture and popular culture as influences that impact their identity. Charity conclusions- fundraising events that give students an opportunity to contribute in a positive manner to help the identified house charity.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of what a culture is, with examples. • Identify which culture(s)/sub-culture(s) they identify with. • Know what the identified house charity is and articulate what they raise money for.

				<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Know why demonstrating resilience is important. • Understand how to demonstrate and promote resilience. • How to recognise signs in yourself and others that support may be required. • Possible coping strategies and how to access support • Understanding of the way actions can impact upon the mental health/happiness of others. 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Students identify the culture(s)/sub-culture(s) in which they identify themselves and express what this means. • Demonstrate an understanding of a range of other cultures/sub-cultures within the school and local communities. • Have an awareness of how to challenge LGBTQIA+ discrimination and support those who experience discrimination. 			<ul style="list-style-type: none"> • Understand how the house will attempt to raise money and awareness of the nominated charity. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Be able to identify types of culture(s) and sub-culture(s) have an influence on the identity of both individuals and groups within the local and wider community. • Experience and discuss activities, views and beliefs of a range of cultural backgrounds. • Understand the potential impact of fundraising on chosen house charity. • Take part in a planned activity staged to raise money for the chosen house charity.

Implementation	Common Misconceptions		<p>Reading, Oracy and Writing</p> <ul style="list-style-type: none"> • Tier 2 vocabulary which has different meanings across different subjects <p>Global Awareness</p> <ul style="list-style-type: none"> • The impact that human behaviour can have on the environment. <p>Personal Development</p> <ul style="list-style-type: none"> • Barriers and stigma around mental health • The difference between stress and anxiety. <p>PiXL Edge (LORIC Skills)</p> <ul style="list-style-type: none"> • <p>Assembly</p>	<p>Reading, Oracy and Writing</p> <ul style="list-style-type: none"> • Tier 2 vocabulary which has different meanings across different subjects <p>Global Awareness</p> <ul style="list-style-type: none"> • What is a culture and how does it relate to an individual. <p>Personal Development</p> <ul style="list-style-type: none"> • Laws around sexual misconduct, consent and use of illicit substances. • People/services that can provide support to students that are worried about issues related to sex and drugs/alcohol/vaping. <p>PiXL Edge (LORIC Skills)</p> <ul style="list-style-type: none"> • <p>Assembly</p>	<p>Reading, Oracy and Writing</p> <ul style="list-style-type: none"> • Tier 2 vocabulary which has different meanings across different subjects <p>Global Awareness</p> <ul style="list-style-type: none"> • Concept of religion • The meaning behind a range of religious festivals and how these are celebrated. <p>Personal Development</p> <ul style="list-style-type: none"> • There is a difference between stress and anxiety • What is a growth mindset and how can this be applied in practise. <p>PiXL Edge (LORIC Skills)</p> <ul style="list-style-type: none"> • <p>Assembly</p>
	Enabling or Adapting the Curriculum	SEND Students	<p>Clear, calm and consistent classroom routines. Give Positive direction and use praise. Explain rationale behind sensitive topics. Consider paired reading with more able students. Define key words, explain and model how they can be used. Buddy students with different abilities. Set ground rules in paired/group discussions. Give students specific roles or adapt groupings to meet the needs of students. Share case studies and examples of strategies that students can use. Use step by step instructions and questioning, especially at the end of each task/slide. Use questioning to check understanding after each task/slide.</p>	<p>Clear, calm and consistent classroom routines. Give Positive direction and use praise. Focus on positive discussions and tasks. Distract students away from negative comments and do not highlight negative comments but address misconceptions. Consider paired reading with more able students. Define key words, explain and model how they can be used. Buddy students with different abilities. Set ground rules in paired/group discussions. Give students specific roles or adapt groupings to meet the needs of students. Share case studies. Use step by step instructions and questioning, especially at the end of each task/slide. Explain rationale behind sensitive topics. Advance warnings of what to expect. Offer writing frames and sentence starters. Use visual and audio aids. Simplified and different levels of questioning.</p>	<p>Clear, calm and consistent classroom routines. Give Positive direction and use praise. Focus on positive discussions and tasks. Distract students away from negative comments and do not highlight negative comments but address misconceptions. Consider paired reading with more able students. Define key words, explain and model how they can be used. Buddy students with different abilities. Set ground rules in paired/group discussions. Give students specific roles or adapt groupings to meet the needs of students. Share case studies. Use step by step instructions and questioning, especially at the end of each task/slide. Explain rationale behind sensitive topics. Advance warnings of what to expect. Offer writing frames and sentence starters. Use visual and audio aids. Simplified and different levels of questioning.</p>
		Disadvantaged Students	<p>Check with House teams for resources that might be needed. Promote ethos of high aspirations and achievement. Share examples of how all students can achieve through the Circle of support. Be sensitive and aware that some students might be experiencing similar hardships to the ones discussed. Buddy students with the most able students. Remind students the Circle of support is at hand for them.</p>	<p>Check with House teams for resources that might be needed. Promote ethos of high aspirations and achievement. Share examples of how all students can achieve through the Circle of support. Be sensitive and aware that some students might be experiencing similar hardships to the ones discussed. Buddy students with the most able students. Remind students the Circle of support is at hand for them.</p>	<p>Check with House teams for resources that might be needed. Promote ethos of high aspirations and achievement. Share examples of how all students can achieve through the Circle of support. Be sensitive and aware that some students might be experiencing similar hardships to the ones discussed. Buddy students with the most able students. Remind students the Circle of support is at hand for them.</p>

			Explain rationale behind sensitive topics. Cultural gaps – Knowing and understanding the importance of revision and how to prepare for exams.	Explain rationale behind sensitive topics. Cultural gaps – Knowing and understanding the importance of charity, knowing and understanding how to be safe.	Explain rationale behind sensitive topics. Cultural gaps – Knowing and understanding the importance of embracing diversity and our rich heritage.
	More Able Students		Leadership opportunities and positions within each House. Pixl Edge and LORIC. Encourage students to act as mentors for younger students or students who need some peer-to-peer support. Challenge students to offer alternative concepts, views and ideas and how they would affect our school community and the Wolverton community.	Leadership opportunities and positions within each House. Pixl Edge and LORIC. Encourage students to act as mentors for younger students or students who need some peer-to-peer support. Challenge students to offer alternative concepts, views and ideas and how they would affect our school community and the Wolverton community.	Leadership opportunities and positions within each House. Pixl Edge and LORIC. Encourage students to act as mentors for younger students or students who need some peer-to-peer support. Challenge students to offer alternative concepts, views and ideas and how they would affect our school community and the Wolverton community.
	Literacy/Numeracy Skills 	Vocabulary:	Clarify terms Subject specific vocabulary	Clarify terms • Subject specific vocabulary	Clarify terms • Subject specific vocabulary
		Reading:	Reading a range of material • Make predictions about the text	Reading a range of material • Make predictions about the text	Reading a range of material • Make predictions about the text
		Writing:		Purpose of writing and audience	Types of writing
		Oracy:	Articulate opinions		
Numeracy:					
Digital Strategy					
Home Learning					
Impact	Composite Assessment	Date:	Content:	Date:	Content: