



# Curriculum Overview for Parents/Carers

## Spring 2024

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S5/Year 8</b>
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SUBJECT	SPRING 1	SPRING 2
<b>English</b> Mr Darlington-Knight	<u>Book focus: The Tempest</u> <b>S5 will be taught to:</b> <ul style="list-style-type: none"> <li>✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>✓ Use the present perfect form of verbs in contrast to the past tense.</li> <li>✓ To review and edit their work before submitting it.</li> <li>✓ Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>✓ Analyse texts to extract meaning and features.</li> <li>✓ To compare old and new texts in style, writing and appearance.</li> </ul> <b>Underpinning each lesson will be:</b> <ul style="list-style-type: none"> <li>✓ Writing/comprehension/speaking and listening skills</li> <li>✓ Spelling, Punctuation and Grammar</li> </ul> <b>Additional learning:</b> <ul style="list-style-type: none"> <li>✓ Reading sessions x2 per week</li> <li>✓ Spelling test every Friday</li> </ul>	
<b>PSHE</b> Mr Darlington-Knight	<p>Following the jigsaw scheme of work, we will be looking at:</p> <p><b><u>Dreams and goals</u></b></p> <ul style="list-style-type: none"> <li>✓ Creating personal learning goals</li> <li>✓ Developing steps to success</li> <li>✓ Identify relevant problems with the world and create our own dreams for the world.</li> <li>✓ How can we make a difference to other people.</li> <li>✓ Recognising our own achievements.</li> </ul> <p>Our Key stage 3 assemblies will follow the topic covered in each PHSE lesson.</p>	<p>Following the jigsaw scheme of work, we will be looking at:</p> <p><b><u>Healthy me</u></b></p> <ul style="list-style-type: none"> <li>✓ Knowing the impact food has on the body</li> <li>✓ To learn about the different types of drugs and long-term effects.</li> <li>✓ Effects of alcohol.</li> <li>✓ Learn basic emergency aid (E.g. the recovery position).</li> <li>✓ To explore attitudes towards emotional and mental health.</li> <li>✓ Strategies in managing stress.</li> </ul> <p>Our Key stage 3 assemblies will follow the topic covered in each PHSE lesson.</p>
<b>Art and Design</b> Mrs Faucitt	<p><b><u>Cubism</u></b></p> <p>Pupils create a card relief or collage based on Picasso or Braque. They will develop their research into a cubist style self portrait</p>	<p><b><u>Cubist influences</u></b></p> <p>Pupils continue to develop their painting skills looking at other Cubist and Futurist artists.</p>

<p style="text-align: center;"><b>Maths</b> Mr Darlington-Knight</p>	<p style="text-align: center;"><b><u>Measurement. Including length, weight, capacity and temperature.</u></b></p> <p>S5 will be taught to:</p> <ul style="list-style-type: none"> <li>✓ Convert between different units of metric measure.</li> <li>✓ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>✓ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>✓ calculate and compare the area of rectangles (including squares), using standard units.</li> <li>✓ Estimate volume, length and mass.</li> <li>✓ Solve problems relating to real life issues.</li> <li>✓ Use all four operations to solve problems involving measure.</li> </ul> <p>This will be done through a combination of practical and written approaches.</p>	<p style="text-align: center;"><b><u>Geometry.</u></b></p> <p>S5 will be taught to:</p> <ul style="list-style-type: none"> <li>✓ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>✓ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>✓ Draw given angles, and measure them in degrees (°).</li> <li>✓ Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>✓ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul> <p>All of our lessons will be underpinned with continuing to develop an understanding of number and place value.</p> <p style="text-align: center;">✓</p>
<p style="text-align: center;"><b>Science</b> Mrs Hampshire</p>	<p style="text-align: center;"><b><u>Sight and Sound</u></b></p> <ul style="list-style-type: none"> <li>✓ We will be looking at the structure of the eye.</li> <li>✓ We will investigate shadows, reflections and spectrums.</li> <li>✓ We will learn about the structure of the ear and sounds.</li> </ul>	<p style="text-align: center;"><b><u>Variety of Life</u></b></p> <ul style="list-style-type: none"> <li>✓ We will learn about the structure of animal and plant cells.</li> <li>✓ We will look at DNA, inherited and environmental features.</li> <li>✓ We will look at natural selection and extinction.</li> <li>✓ To understand vertebrates and invertebrate and their features.</li> </ul>
<p style="text-align: center;"><b>Design Tech</b> Mr Jones</p>	<p style="text-align: center;"><b><u>Ceramic Shoe design project:</u></b></p> <ul style="list-style-type: none"> <li>✓ Students to use the design process to design a shoe</li> <li>✓ Using slab construction students will build the shoe</li> <li>✓ Once the work is fired students will decorate</li> <li>✓ refine work.</li> </ul>	<p style="text-align: center;"><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>✓ Understanding the process of using ceramics</li> <li>✓ Creating a design for a purpose</li> <li>✓ Design process</li> <li>✓ Cutting</li> <li>✓ joining clay</li> <li>✓ Refinement and decoration.</li> </ul>

<p><b>Geography</b> Mrs Greenwood</p>	<p><b><u>Investigating Rivers</u></b></p> <ul style="list-style-type: none"> <li>✓ To understand and explain the water cycle.</li> <li>✓ To find out about rivers and how they erode, transport and deposit materials.</li> <li>✓ To find out why rivers are important.</li> <li>✓ To find out about the causes of river pollution and the effect it has on the environment.</li> <li>✓ To investigate a river in detail including the effects on the environment and landscape</li> <li>✓ To be able to conduct a geographical enquiry.</li> </ul>	<p><b><u>Exploring Brazil</u></b></p> <ul style="list-style-type: none"> <li>✓ To know the location of Brazil.</li> <li>✓ To explore the physical geography of Brazil.</li> <li>✓ To understand the importance of the Amazon rainforest.</li> <li>✓ To explore life in a Brazilian city.</li> <li>✓ To explore Rio de Janeiro as a tourist destination.</li> <li>✓ To explore the culture of Brazil.</li> </ul>
<p><b>History</b> Mr Darlington-Knight</p>	<p><b><u>The Tudors (Continued)</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Edward VI and the changes he made to the Catholic Church</b> The pupils will look at the changes which took place, after Edward VI became King</li> <li>✓ <b>Mary I - Investigation – was Mary Bloody or just Unlucky?</b> The pupils will look at where Mary I got her nickname ‘Bloody Mary’.</li> <li>✓ <b>Elizabeth I</b> How Elizabeth I compromised over religion.</li> <li>✓ <b>The Spanish Armada</b> Why, how, where and when!</li> </ul> <p><b>History lessons will be taught with research projects, online and class learning as well as practically where possible.</b></p>	
<p><b>Communication</b> Mr Darlington-Knight</p>	<p><b><u>S5 will develop their communication skills by:</u></b></p> <ul style="list-style-type: none"> <li>✓ Playing games</li> <li>✓ Turn taking</li> <li>✓ Show and tell</li> <li>✓ Presentations</li> <li>✓ Practicing public speaking skills</li> <li>✓ Discussions/ debates</li> </ul> <p>These lessons will be underpinned with the development of British Sign Language. We will be learning the signs for basic conversational skills.</p>	
<p><b>ICT</b> Mr De Sylva</p>	<p><b><u>Programming &amp; Coding</u></b></p> <ul style="list-style-type: none"> <li>✓ Using online software <i>Scratch</i> to code and programme various animations and activities</li> </ul>	<p><b><u>Microsoft Office: PUBLISHER</u></b></p> <ul style="list-style-type: none"> <li>✓ Using <i>Microsoft Publisher</i> to create various documents about relevant themes and topics during the curriculum calendar. Exploring editing and formatting; text font / colour / size / style, inserting images and word art and borders, using templates</li> </ul>

<p><b>Life Skills</b> Mr Darlington-Knight</p>	<p style="text-align: center;"><b><u>Helping out around the house</u></b></p> <ul style="list-style-type: none"> <li>✓ Washing and drying clothes</li> <li>✓ Basic cleaning</li> <li>✓ Safely cooking food</li> <li>✓ Healthy and balanced diets</li> <li>✓ Everyday exercising</li> </ul> <p>We will be supporting the children across the curriculum in ways to help develop their independent lives as they move up through the school.</p> <p>Each morning we will be using our zones of regulation to check in with the children and helping them to develop strategies that will support their mental health and resilience.</p>	
<p><b>Food Technology</b> Teacher</p>	<p style="text-align: center;"><b><u>Basic Food handling skills</u></b></p> <ul style="list-style-type: none"> <li>✓ The pupils will continue to build on their food handling skills. They will make simple meals using the various parts of the cooker:</li> <li>✓ The hob</li> <li>✓ The grill</li> <li>✓ The oven</li> </ul>	<p style="text-align: center;"><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>✓ The pupils will learn about healthy eating and about eating less fat, salt, sugar and more fibre. They will make simple recipes and alter the ingredients to make them healthier.</li> </ul>
<p><b>PE</b> Mr Darlington-Knight</p>	<p><b><u>Topic: Games</u></b> <b><u>Area focus: tag rugby</u></b> Key skills:</p> <ul style="list-style-type: none"> <li>✓ Throwing</li> <li>✓ Catching</li> <li>✓ Kicking</li> <li>✓ Timed running</li> <li>✓ Communication</li> <li>✓ Team work.</li> </ul> <p>We will build up the skills needed to play small games towards the end of the half term.</p> <p>S5 will attend weekly swimming sessions.</p> <p>Each PE lesson is underpinned throughout with health education. In our health education we will be focusing on:</p> <ul style="list-style-type: none"> <li>✓ Keeping healthy</li> <li>✓ Looking after your heart</li> <li>✓ Benefits of exercise</li> <li>✓ How to do low impact exercise to stay fit and healthy</li> <li>✓ Introducing the pupils to new sports/ exercises.</li> </ul>	<p><b><u>Topic: Outdoor adventurous activities</u></b> <b><u>Area focus: Team building and orienteering.</u></b> Key skills:</p> <ul style="list-style-type: none"> <li>✓ Team work</li> <li>✓ Communication</li> <li>✓ Problem solving</li> <li>✓ Leadership</li> <li>✓ Fitness</li> <li>✓ Emotional wellbeing</li> </ul> <p>Using the orienteering set up around the school we will use cross-curricular links with our other topics such as maths and history.</p> <p>Each PE lesson is underpinned throughout with health education. In our health education we will be focusing on:</p> <ul style="list-style-type: none"> <li>✓ Keeping healthy</li> <li>✓ Looking after your heart</li> <li>✓ Benefits of exercise</li> <li>✓ How to do low impact exercise to stay fit and healthy</li> <li>✓ Introducing the pupils to new sports/ exercises.</li> </ul>

<p style="text-align: center;"><b>RE</b> Joanne Standen</p>	<p style="text-align: center;"><b><u>Sikhism</u></b></p> <p><b>Theme:</b> Beliefs and Moral Values  <b>Key Enquiry:</b> are Sikh stories important today?  <b>Learning Objective:</b> We are Learning to understand the relevance of Sikh stories today.</p>	<p style="text-align: center;"><b><u>Christianity</u></b></p> <p><b>Theme:</b> Easter  <b>Key Enquiry:</b> How significant is it for Christians to believe God intended Jesus to die?  <b>Learning Objective:</b> We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>
<p style="text-align: center;"><b>Music</b> Mrs Prescott</p>	<p style="text-align: center;"><b><u>Grease Young@Part</u></b></p> <p style="text-align: center;">In the summer term, we will be putting on a production of Grease Young@Part (a version of the musical appropriate for younger performers). Pupils will have the opportunity to explore the many roles involved in producing a musical; from set design/costumes/make-up/props/stage crew/lighting &amp; sound, right the way through to playing/singing/dancing/acting and auditioning for lead roles.  More details to follow in the new year!</p>	

**If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher vis Seesaw/Email.**