



# Curriculum Overview for Parents/Carers

Spring 2024

Key Stage	3	Class/NC Year	S6/Year 8+9
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SUBJECT	SPRING 1	SPRING 2
<p><b>English</b> Mrs Greenwood</p>	<p><u>The Secret Garden by Frances Hodgson Burnett</u></p> <p><i>During the Spring term, we will be reading the classic novel <b>The Secret Garden</b>. The novel follows the story of Mary Lennox, who moves to England from India after the loss of her parents. Mary discovers the secrets of her uncle's estate and brings his garden back to life to gain happiness and save her cousins life.</i></p> <ul style="list-style-type: none"> <li>✓ Pupils will read the book during guided reading sessions and take part in various speech and language and written activities.</li> <li>✓ Pupils will also take part in weekly spelling practise and tests, individual and paired reading sessions and continue to practise functional skills such as their addresses. Pupils will also focus on improving their written skills and knowledge of punctuation and grammar.</li> </ul>	
<p><b>PSHE</b> Mrs Greenwood</p>	<p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> <li>✓ I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal</li> <li>✓ I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li>✓ I can identify problems in the world that concern me and talk to other people about them</li> <li>✓ I can work with other people to help make the world a better place</li> <li>✓ I can describe some ways in which I can work with other people to help make the world a better place</li> <li>✓ I know what some people in my class like or admire about me and can accept their praise</li> </ul>	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> <li>✓ I can take responsibility for my health and make choices that benefit my health and well-being</li> <li>✓ I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>✓ I understand that some people can be exploited and made to do things that are against the law</li> <li>✓ I know why some people join gangs and the risks this involves</li> <li>✓ I know why some people join gangs and the risks this involves</li> <li>✓ I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</li> </ul>

<p style="text-align: center;"><b>Maths</b> Mrs Greenwood</p>	<p style="text-align: center;"><b><u>Subtraction</u></b></p> <ul style="list-style-type: none"> <li>✓ Understanding</li> <li>✓ Practise the process</li> <li>✓ Mental subtraction</li> <li>✓ Application to word problems</li> </ul> <p style="text-align: center;"><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>✓ Subtraction rules</li> <li>✓ Inverse rules</li> </ul> <p style="text-align: center;"><b><u>Length</u></b></p> <ul style="list-style-type: none"> <li>✓ Non-standard and standard units</li> <li>✓ Application</li> <li>✓ Making links to previous learning – ordering, adding and subtracting lengths</li> </ul> <p style="text-align: center;"><b><u>Temperature</u></b></p> <ul style="list-style-type: none"> <li>✓ Vocabulary</li> <li>✓ Negative numbers</li> <li>✓ Measuring temperatures</li> <li>✓ Application</li> </ul>	<p style="text-align: center;"><b><u>Multiplication</u></b></p> <ul style="list-style-type: none"> <li>✓ Vocabulary</li> <li>✓ Make groups of</li> <li>✓ Repeated addition</li> <li>✓ Practise the process</li> <li>✓ Mental multiplication</li> <li>✓ Times tables</li> <li>✓ Link to number patterns/odd and even numbers</li> <li>✓ Word problems</li> <li>✓ Multiplication rules</li> </ul> <p style="text-align: center;"><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>✓ Vocabulary</li> <li>✓ Days of the week</li> <li>✓ Months of the year</li> <li>✓ Measuring and estimating time</li> <li>✓ Reading and writing time on analogue and digital clocks</li> <li>✓ 24-hour clock</li> <li>✓ Converting units</li> <li>✓ Reading timetables</li> <li>✓ Apply to word problems</li> <li>✓ Link to previous learning</li> </ul>
<p style="text-align: center;"><b>Science</b> Miss Hinchcliffe</p>	<p style="text-align: center;"><b><u>Sight &amp; Sound</u></b></p> <ul style="list-style-type: none"> <li>✓ Light energy; shadows, reflection, refraction, dispersion, visible light spectrum, anatomy of the eyeball</li> <li>✓ Sound energy; sound waves, amplitude, pitch, frequency, echoes</li> </ul>	<p style="text-align: center;"><b><u>The Variety of Life</u></b></p> <ul style="list-style-type: none"> <li>✓ Animal and plant cells</li> <li>✓ DNA, inherited and environmental features</li> <li>✓ Natural selection and extinction</li> <li>✓ Vertebrates (and invertebrates)</li> </ul>
<p style="text-align: center;"><b>Geography</b> Mrs Greenwood</p>	<p style="text-align: center;"><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 style="text-align: center;"><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> Mrs Greenwood</p>	<p style="text-align: center;"><b><u>The Industrial Revolution</u></b> <b><u>Ideas, political power, industry and empire: Britain, 1745-1901</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will continue to investigate Britain's leading industrialists.</li> <li>✓ Pupils will find out about the working conditions in factories during this time.</li> <li>✓ Pupils will learn about the role of women in factories.</li> <li>✓ Pupils will investigate how factories were run and if they could have been run differently.</li> <li>✓ Pupils will complete an end of unit assessment.</li> </ul>	
<p><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>Art and Design</b> Mrs Faucitt</p>	<p style="text-align: center;"><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 style="text-align: center;"><b><u>Cubist influences</u></b></p> <p>Pupils continue to develop their painting skills looking at other Cubist and Futurist artists.</p>
<p><b>Communication</b> Mrs Greenwood</p>	<p style="text-align: center;"><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will use questions words to develop their conversation and discussion skills.</li> </ul>	<p style="text-align: center;"><b><u>Signing</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will recap prior knowledge of greetings and how to say their name.</li> <li>✓ Pupils will learn to questions words when signing about their personal information, such as where do you live?</li> </ul>
<p><b>ICT</b> Miss Hinchcliffe</p>	<p style="text-align: center;"><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 style="text-align: center;"><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> Mrs Greenwood</p>	<p><b><u>Road Safety and staying safe</u></b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>✓ Road safety rules</li> <li>✓ How to use different types of crossing.</li> <li>✓ How to crossroads safely</li> <li>✓ How to be safe when out of school</li> </ul>	<p><b><u>First Aid</u></b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>✓ How to phone for an ambulance</li> <li>✓ How to put someone into the recovery position</li> <li>✓ How to deal with someone who is bleeding</li> <li>✓ What to do if someone is choking</li> <li>✓ How to treat a burn or a scald</li> </ul>
<p><b>Food Technology</b> Mrs Leach</p>	<p><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><b><u>Healthy Eating</u></b></p> <p>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.</p>
<p><b>RE</b></p>	<p><b><u>Sikhism – Are Sikh stories important today?</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will be revisiting the religion of Sikhism. We will be looking at a range of important stories to Sikh's and thinking about how relevant they are today.</li> </ul>	<p><b><u>Easter - How significant is it for Christians to believe God intended Jesus to die?</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will be learning about the Easter story. They will think about God's role within it and if he intended for Jesus to be crucified. Pupils will also question whether this was a consequence of events during Holy Week.</li> </ul>
<p><b>Music</b> Mrs Prescott</p>	<p><b><u>Grease Young@Part</u></b></p> <p>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.</p> <p>More details to follow in the new year!</p>	

<p style="text-align: center;"><b>PE</b> Mr Darlington Knight</p>	<p><b><u>Lesson 1:</u></b> <b><u>Topic: Bat and Ball games</u></b> <b><u>Area Focus: Tennis, Badminton and Rounders.</u></b></p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>✓ Hand eye coordination</li> <li>✓ Communication</li> <li>✓ Teamwork</li> <li>✓ Gross motor skills</li> <li>✓ Fitness</li> </ul> <p>We will build up the skills needed to play small games towards the end of the half term.</p> <p><b><u>Lesson 2:</u></b> <b><u>Topic: Outdoor adventurous activities</u></b> <b><u>Area focus: Team building and orienteering.</u></b></p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>✓ Teamwork</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><u>Topic: Gymnastics</u></b></p> <p><b><u>Focus:</u></b> Movement</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>✓ Moving in different directions</li> <li>✓ Travelling across a variety of equipment</li> <li>✓ Communication</li> <li>✓ Teamwork</li> <li>✓ Balance</li> </ul> <p>We will be using a variety of equipment to move around the sports hall, practicing different balances and way of travelling.</p> <p>Lesson 2: Topic: Athletics Focus: Sports day Practice</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>✓ Throwing</li> <li>✓ Running</li> <li>✓ Balancing</li> <li>✓ Teamwork</li> <li>✓ Leadership</li> <li>✓ Communication</li> </ul> <p>We will start to prepare the pupils for the skills needed in the sports day carousel as well as a variety of different athletic activities.</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>If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher vis Seesaw/Email.</p>	