



Curriculum Overview for Parents/Carers

Spring 2024

Key Stage	3	Class/NC Year	S4/Year 8
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SUBJECT	SPRING 1	SPRING 2
English Mr Davies	<p style="text-align: center;"><u>Of Mice and Men- John Steinbeck</u></p> <p><i>Of Mice and Men</i> is a novella written by John Steinbeck. It tells the story of the experiences of George Milton and Lennie Small. They are two displaced farm workers, who move from place to place in California in search of new job opportunities during the Great Depression in the United States. The novella covers a wealth of topics to discuss such as racism, diabolism, feminism and ageism. The pupils will be taking part in speaking and listening activities, reading and writing activities associated with the themes in the book.</p> <p><u>Grammar lessons this term include:</u></p> <ul style="list-style-type: none"> ☞ Points covered: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') ☞ Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practised. 	
PSHE Miss Hinchcliffe	<p style="text-align: center;"><u>Dreams & Goals</u></p> <ul style="list-style-type: none"> ✓ Stay motivated when doing something challenging ✓ Keep trying even when it is difficult ✓ Work well with a partner or in a group ✓ Have a positive attitude ✓ Help others to achieve their goals ✓ Are working hard to achieve their own dreams and goals 	<p style="text-align: center;"><u>Healthy Me</u></p> <ul style="list-style-type: none"> ✓ Have made a healthy choice ✓ Have eaten a healthy, balanced diet ✓ Have been physically active ✓ Have tried to keep themselves and others safe ✓ Know how to be a good friend and enjoy healthy friendships ✓ Know how to keep calm and deal with difficult situations
ICT Mr De Sylva	<p style="text-align: center;"><u>Programming & Coding</u></p> <ul style="list-style-type: none"> ✓ Using online software <i>Scratch</i> to code and programme various animations and activities 	<p style="text-align: center;"><u>Microsoft Office: PUBLISHER</u></p> <ul style="list-style-type: none"> ✓ 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
Design Tech Mr Jones	<p style="text-align: center;"><u>Ceramic Shoe design project:</u></p> <ul style="list-style-type: none"> ✓ Students to use the design process to design a shoe ✓ Using slab construction students will build the shoe ✓ Once the work is fired students will decorate ✓ Refine work. 	<p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> ✓ Understanding the process of using ceramics ✓ Creating a design for a purpose ✓ Design process ✓ Cutting ✓ Joining clay ✓ Refinement and decoration.

<p style="text-align: center;">Maths Miss Hinchcliffe Miss Yates Mr Fitzedward</p>	<p style="text-align: center;"><u>NUMBER</u></p> <ul style="list-style-type: none"> ✓ Subtraction: · Understanding · Practise the process · Can they do it mentally too? · Apply to word problems and/or practical situations. ✓ Addition/Subtraction: · Subtraction rules · Inverse rules · Algebra <p style="text-align: center;"><u>MEASUREMENT</u></p> <ul style="list-style-type: none"> ✓ Length: · Non-standard units understanding before standard units. · Length LO's · Apply · Link to previous learning such as ordering/addition/ Subtraction ✓ Temperature: · Vocabulary · Negative numbers · Measuring temp · Apply 	<p style="text-align: center;"><u>NUMBER</u></p> <ul style="list-style-type: none"> ✓ Multiplication: · Make groups of Understanding as repeated addition · Consistent vocab · Practise the process · Can they do it mentally too? · Learn tables · (link to number patterns/odd/even) · Apply to word problems and/or practical situations. · Highlight multiplication rules & apply. · Algebra <p style="text-align: center;"><u>MEASUREMENT</u></p> <ul style="list-style-type: none"> ✓ Time: · Time vocab · Days of the week · Months of the year · Measuring and estimating time · Reading/writing time on analogue and digital clocks · Time durations · 24-hour clock · Converting units · Reading timetables · Apply to word problems/practical situations · Link to + - x /
<p style="text-align: center;">Science Miss Hinchcliffe</p>	<p style="text-align: center;"><u>Sight & Sound</u></p> <ul style="list-style-type: none"> ✓ Light energy; shadows, reflection, refraction, dispersion, visible light spectrum, anatomy or the eyeball ✓ Sound energy; sound waves, amplitude, pitch, frequency, echoes 	<p style="text-align: center;"><u>The Variety of Life</u></p> <ul style="list-style-type: none"> ✓ Animal and plant cells ✓ DNA, Inherited and environmental features ✓ Natural selection and extinction ✓ Vertebrates (and invertebrates)
<p style="text-align: center;">Geography Miss Boddy</p>	<p style="text-align: center;"><u>Investigating Rivers</u></p> <p>Throughout this half term, pupils will learn about various elements of rivers. We will look at the following areas, including being able to:</p> <ul style="list-style-type: none"> ✓ Understand and explain the water cycle. ✓ Find out about rivers and how they erode, transport and deposit materials. ✓ Find out why rivers are important. ✓ Find out about the causes of river pollution and the effect it has on the environment. ✓ Investigate a river in detail including the effects on the environment and landscape 	<p style="text-align: center;"><u>Exploring Brazil</u></p> <p>Pupils will explore Brazil and study the following areas, including being able to:</p> <ul style="list-style-type: none"> ✓ Know the location of Brazil. ✓ Explore the physical geography of Brazil. ✓ Understand the importance of the Amazon rainforest. ✓ Explore life in a Brazilian city. ✓ Explore Rio de Janeiro as a tourist destination. ✓ Explore the culture of Brazil.

<p style="text-align: center;">History Mrs Richings (Cover Supervisor)</p>	<p style="text-align: center;"><u>Development of the Church, state and society in Britain (1509 – 1745)</u></p> <p><u>The Renaissance Period and the Tudors:</u></p> <ul style="list-style-type: none"> ✓ The Tudor Period: English Reformation/Counter Reformation and how it impacted on Religion/Politics and Society due to: <ul style="list-style-type: none"> Ⓜ Edward VI – Why did Protestants Protest: Pupils conduct a tea staining activity based on their criticisms of the Catholic Church Ⓜ Edward VI – Changes to the Catholic Church (cut and paste activity). Ⓜ (Bloody) Mary I - Source work activity to find out if Mary was just unlucky or bloody. Ⓜ Bloody Mary – a nasty nursery rhyme: Pupils study each line of the nursery rhyme ‘Mary Mary quite contrary’ and match the actual meaning of each line. Ⓜ Elizabeth I – The Middle Road: Pupils research the four ways in which Elizabeth compromised over religion. Ⓜ Elizabethan conflict with the Catholics (Spanish Armada): Pupils create a storyboard of the battle Ⓜ Elizabeth I in pictures: pupils research why Elizabeth was so controlling of her image. ✓ End of Unit Assessment (EUA): The Renaissance Period and The Tudors. <p><u>The Stuarts:</u></p> <ul style="list-style-type: none"> ✓ Introduction to James I of England and also VI of Scotland – Pupils design a flag and play the memory game. ✓ The Gunpowder Plot - Were the gunpowder plotters frames: pupils use their research skills to conduct a source work activity ✓ Pupils use the source work activity to create a tableau of the Gunpowder plot story. ✓ James I’s fascination with witchcraft – pupils produce a booklet informing people on how to spot a witch. ✓ The English Civil War - Royalists VS Parliamentarians: Pupils draw and label an example of each soldier ✓ Match of the Day - Roundheads VS Cavaliers – wks. Pupils create a Tableau of the Civil War. ✓ Why was Charles I executed? Pupils create a newspaper article on the execution. ✓ Cromwell, the Modern Man? Pupils investigate if people liked or disliked Cromwell by conducting a sorting activity (cut and paste). ✓ The Return of the King - The power of parliament: pupils conduct a comprehension activity. ✓ End of Unit Assessment (EUA): The Stuarts and the English Civil War 	
<p style="text-align: center;">Art and Design Mrs Faucitt</p>	<p style="text-align: center;"><u>Cubism</u></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;"><u>Cubist influences</u></p> <p>Pupils continue to develop their painting skills looking at other Cubist and Futurist artists.</p>

<p style="text-align: center;">PE Mr De Sylva</p>	<p style="text-align: center;"><u>Invasion games / Orienteering</u></p> <p>Lesson 1: Invasion games</p> <ul style="list-style-type: none"> ✓ We will play a variety of different invasion games including basketball, netball, handball, football and rugby. ✓ Discuss the skills required to play all the games. Passing and finding space are the keys to success. ✓ Technique across all sports will be worked on as well as in-game tactics. ✓ Good sportsmanship and effort are focussed across all lessons. <p>Lesson 2: Orienteering</p>	<p style="text-align: center;"><u>Title of content</u></p> <p>Lesson 1: Net and ball games</p> <ul style="list-style-type: none"> ✓ Introduction to tennis, how to grip the racket correctly, footwork and open stance. ✓ Individual racket control during warm ups. ✓ Forehand technique ✓ Backhand technique ✓ Volleying technique ✓ King of the court games. ✓ Advanced techniques (topspin and slice) taught to the more able students. ✓ Introduction to badminton ✓ Positioning in singles / doubles ✓ Rally practice ✓ Loft shot / drop shot / smash ✓ King of the court games <p>Lesson 2: Swimming at Salt Ayre</p>
<p style="text-align: center;">RE</p>	<p style="text-align: center;"><u>Sikhism</u></p> <p>Theme: Beliefs and Moral Values Key Enquiry: are Sikh stories important today? Learning Objective: We are Learning to understand the relevance of Sikh stories today.</p>	<p style="text-align: center;"><u>Christianity</u></p> <p>Theme: Easter Key Enquiry: How significant is it for Christians to believe God intended Jesus to die? Learning Objective: 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;">Music Mrs Prescott</p>	<p style="text-align: center;"><u>Grease Young@Part</u></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 & 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.