



# Curriculum Overview for Parents/Carers

## Spring 2024

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S3/Year 7</b>
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SUBJECT	SPRING 1	SPRING 2
<b>English</b> Mr Davies	<u>Boy by Roald Dahl</u>  Boy is an autobiography of Roald Dahl's childhood and teenage years that begins with the story of his parents, Harald and Sofie, and his uncle, Oscar. Roald's childhood was a whirlwind of harsh physical punishments at school, rambunctious misadventures with his friends, and quality family vacations. During the Spring Term the pupils will be doing speaking and listening and writing activities based on the book.	
	<u>Grammar lessons this term include:</u> <ul style="list-style-type: none"> <li>☞ Points covered: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> <li>☞ Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practised.</li> </ul>	
<b>PSHE</b>	<u>Dreams and goals</u> <ul style="list-style-type: none"> <li>✓ Looking at their dream jobs.</li> <li>✓ Investigating jobs and careers and the steps needed to get there.</li> <li>✓ Dreams and goals of people in other cultures.</li> <li>✓ How we can support each other and rallying support.</li> </ul>	<u>Healthy Me</u> <ul style="list-style-type: none"> <li>✓ We will be looking at smoking, and alcohol.</li> <li>✓ We will be looking at emergency first aid.</li> <li>✓ We will be looking at body image.</li> <li>✓ We will be looking at our relationship with food.</li> <li>✓ Looking at being healthy.</li> </ul>
<b>History</b> Miss Cassidy	<u>Development of the Church, state and society in Britain (1509 – 1745)</u>  The Tudor Period: English Reformation/Counter Reformation and how it impacted on Religion/Politics and Society due to: <ul style="list-style-type: none"> <li>✓ Edward VI</li> <li>✓ Mary I (Bloody Mary)</li> <li>✓ Elizabeth I</li> <li>✓ Elizabethan religious settlement and conflict with the Catholics (Spanish Armada).</li> </ul>	
	<b>End of Unit Assessment (EUA).</b> <u>Possible AQA Unit Award Scheme (Entry Level) for selected Gifted and Talented history learners (to be certificated)</u> <ul style="list-style-type: none"> <li>✓ <b>75128:</b> Henry VIII</li> <li>✓ <b>74545:</b> Henry VIII and his six wives</li> <li>✓ <b>113819:</b> Elizabethan England c1568-1603: troubles at home and abroad.</li> </ul>	

<p style="text-align: center;"><b>Maths</b> Mr De Sylva</p>	<p style="text-align: center;"><b><u>Calculating</u></b></p> <ul style="list-style-type: none"> <li>✓ Adding and subtracting whole numbers</li> <li>✓ Using addition and subtraction, including formal written methods.</li> <li>✓ Using multiplication, including formal written methods.</li> <li>✓ Adding and subtracting decimals</li> <li>✓ Using addition and subtraction, including formal written methods.</li> <li>✓ Using standard units of money and other measures, including with decimal quantities.</li> <li>✓ Dividing whole numbers</li> <li>✓ Using division, including formal written methods.</li> <li>✓ Using addition and subtraction, applied to both positive and negative numbers</li> <li>✓ Using multiplication and division, applied to both positive and negative numbers.</li> <li>✓ BIDMAS</li> <li>✓ Using conventional notation for the priority of operations, including brackets, powers, roots and reciprocals</li> <li>✓ Using integer powers</li> <li>✓ Multiplying decimals</li> <li>✓ Dividing decimals</li> </ul>	<p style="text-align: center;"><b><u>Accuracy / Fractions</u></b></p> <p><b>Accuracy</b></p> <ul style="list-style-type: none"> <li>✓ Rounding to the nearest 10 or 100 <ul style="list-style-type: none"> <li>✓ Round numbers and measures</li> <li>✓ Rounding larger numbers</li> <li>✓ Rounding decimals to the nearest integer</li> <li>✓ Rounding decimals</li> </ul> </li> <li>✓ Use approximation through rounding to estimate answers</li> <li>✓ Use approximation and calculate possible resulting errors expressed using inequality notation <math>a &lt; x \leq b</math></li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Express one quantity as a fraction of another, where the fraction is less than one and greater than one</li> <li>✓ Finding equivalent fractions</li> <li>✓ Order fractions</li> <li>✓ Multiplying fractions</li> <li>✓ Interpret fractions as operators</li> <li>✓ Adding and subtracting fractions</li> <li>✓ Working with mixed numbers and improper fractions</li> <li>✓ Dividing Fractions</li> </ul>
<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>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 style="text-align: center;"><b>Geography</b> Teacher</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> <li>✓ Spring 2 is 'Exploring Brazil' - again the learning outcomes are listed below to help you with your overviews.</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 style="text-align: center;"><b>Design and Technology</b> Mr Jones</p>	<p style="text-align: center;"><b><u>Title of content</u></b></p> <ul style="list-style-type: none"> <li>✓ Steady hand Game</li> <li>✓ Pupils will design and create a steady hand game</li> <li>✓ design the background. Something that interests them.</li> <li>✓ Secondly using a variety of materials and tools they will create this.</li> </ul>	<p style="text-align: center;"><b><u>Title of content</u></b></p> <ul style="list-style-type: none"> <li>✓ Skills include <ul style="list-style-type: none"> <li>✓ The design process</li> <li>✓ Cutting and joining skills</li> <li>✓ Making a product for a reason</li> <li>✓ Refine and finishing skills</li> </ul> </li> </ul>
<p style="text-align: center;"><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 style="text-align: center;"><b>Life Skills</b> Miss Yates</p>	<p style="text-align: center;"><b><u>Looking after money.</u></b></p> <ul style="list-style-type: none"> <li>✓ This half term we will be looking at where money comes from and how to create a budget</li> </ul>	<p style="text-align: center;"><b><u>Safety and First A</u></b></p> <ul style="list-style-type: none"> <li>✓ This half term we will focus on keeping ourselves safe in the world and basic first aid.</li> </ul>

<p style="text-align: center;"><b>Food Technology</b> Mrs Leach</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> <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 style="text-align: center;"><b>PE</b></p>	<p style="text-align: center;"><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>S3 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 style="text-align: center;"><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>S3 will attend weekly swimming lessons.</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> Miss Blezard</p>	<p style="text-align: center;"><b><u>Sikhism – Are Sikh stories important today?</u></b></p> <ul style="list-style-type: none"> <li>✓ We will be looking at a range of important stories to Sikhs and thinking about how relevant they are today. We will use our prior learning about other people’s perspective and opinions and how these may differ from our own, but that is okay.</li> </ul>	<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;">More details to follow in the new year!</p>
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**If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher vis Seesaw/Email.**