



# Curriculum Overview for Parents/Carers

## SUMMER TERM 2024

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S3/Year 7</b>
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SUBJECT	SUMMER 1	SUMMER 2
<b>English</b> Mr Davies	<p style="text-align: center;"><u><b>The Railway Children</b></u> <u><b>E.Nesbit</b></u></p> <p>The Railway Children is a story about a family that move from London to Yorkshire after their father is accused of spying and imprisoned. The story is told from the perspective of the three children. The children and their mother are forced to live next to a railway line. Here the children have many adventures.</p> <p><u><b>Grammar lessons this term include:</b></u></p> <ul style="list-style-type: none"> <li>✓ Points covered: Determiner, Pronoun, Possessive pronoun, Adverbial 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>	<p style="text-align: center;"><u><b>JIGSAW - Relationships</b></u></p> <ul style="list-style-type: none"> <li>✓ Knowing how to make friends</li> <li>✓ Solving relationship problems</li> <li>✓ Helping others feel part of a group</li> <li>✓ Showing respect in how they treat others</li> <li>✓ Know how to help themselves and others when they feel upset or hurt</li> <li>✓ Know and show what makes a good relationship</li> </ul>	<p style="text-align: center;"><u><b>JIGSAW – Changing Me</b></u></p> <ul style="list-style-type: none"> <li>✓ Self and body image</li> <li>✓ Puberty for girls and boys</li> <li>✓ Sexual intercourse, conception and pregnancy</li> <li>✓ Know who to ask for help if they are worried about changes in puberty.</li> <li>✓ Looking forward to next year and moving class, discussions around the year ahead.</li> </ul>
<b>History</b> Miss Cassidy	<p style="text-align: center;"><u><b>The Stuarts</b></u></p> <ul style="list-style-type: none"> <li>✓ <u><b>James I</b></u></li> <li>✓ The Scruffy Stuart (Union Jack Flag origins)</li> <li>✓ The Gunpowder Plot</li> <li>✓ Witchcraft</li> <li>✓ <u><b>Charles I</b></u></li> <li>✓ The English Civil War (Roundheads VS. Cavaliers)</li> <li>✓ Oliver Cromwell and the New Model Army</li> <li>✓ Execution of the King</li> <li>✓ Oliver Cromwell and Ireland</li> <li>✓ Oliver Cromwell: Hero or Villain</li> <li>✓ The return of the King – <u><b>Charles II</b></u></li> <li>✓ The Glorious Revolution and <u><b>James II</b></u></li> </ul>	

**Maths**  
Mr De Sylva

**Fractions / percentages / 3D Shapes**

**Fractions**

- ✓ Express one quantity as a fraction of another, where the fraction is less than one and greater than one
- ✓ Finding equivalent fractions
- ✓ Order fractions
- ✓ Multiplying fractions
- ✓ Interpret fractions as operators
- ✓ Adding and subtracting fractions
- ✓ Working with mixed numbers and improper fractions
- ✓ Dividing Fractions

**Percentages**

- ✓ Calculating percentages of quantities
- ✓ Converting between fractions, decimals and percentages
- ✓ Applying percentage increases and decreases to amounts
- ✓ Work with percentages greater than 100%
- ✓ -Solve problems involving percentage change, including: percentage increase, decrease and simple interest in financial mathematics
- ✓ -Interpret percentages as a fraction or a decimal percentage change

**3D Shapes**

- ✓ -Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3D
- ✓ Derive formulae to calculate and solve problems involving volume of cuboids (including cubes)
- ✓ 2-D representations of 3-D shapes
- ✓ - Use the properties of faces, surfaces and edges to solve problems in 3 D

**Measuring shapes/ Statistical diagrams / Statistical measures**

**Measuring Shapes**

- ✓ Derive formulae to calculate and solve problems involving area finding area and perimeter
- ✓ Derive and apply formulae to calculate and solve problems involving perimeter and area of triangles, parallelograms, trapezia
- ✓ Calculate and solve problems involving perimeters of composite shapes
- ✓ Use Pythagoras' Theorem to solve problems involving right-angled triangles

**Statistical Diagrams**

- ✓ Describe, interpret and compare data through graphical representation
- ✓ Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts and pictograms for categorical data
- ✓ Construct and interpret appropriate tables, charts and diagrams, including vertical line charts for ungrouped numerical data, pie charts for categorical data and scatter diagrams for grouped numerical data

**Statistical Measures**

- ✓ Describe, interpret and compare data using Mean, Median, Mode and Range
- ✓ Describe, interpret and compare data using Frequency Tables and Grouped Frequency Tables
- ✓ -Describe, interpret and compare data through measures of central tendency and Interquartile range.

<p><b>Art and Design</b> Mrs Faucitt</p>	<p><b><u>IMPRESSIONISM</u></b></p> <ul style="list-style-type: none"> <li>✓ Having completed Cubist project pupils will explore ways of responding to the land based on Van Gogh and Andy Goldsworthy</li> </ul>	<p><b><u>IMPRESSIONISM</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will explore ways of responding to the land based on Monet and Andy Goldsworthy</li> </ul>
<p><b>Science</b> Mrs Hampshire</p>	<p><b><u>PHYSICS: Energy</u></b></p> <ul style="list-style-type: none"> <li>✓ Temperature is a measure of how hot things are</li> <li>✓ Heat is lost to the surroundings</li> <li>✓ Investigate how heat loss can be reduced</li> <li>✓ To know what conduction, convection and radiation is</li> <li>✓ Learn about some conductors and insulators</li> <li>✓ How insulators keep our homes warm</li> <li>✓ How some materials change when heated or cooled</li> </ul>	<p><b><u>BIOLOGY: Plants</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify the main parts (leaves, roots, stem and flowers)</li> <li>✓ The jobs of these parts</li> <li>✓ Follow the process of germination</li> <li>✓ Use a microscope to look at plant cells</li> <li>✓ To understand photosynthesis</li> <li>✓ The structure and function of the leaf and roots</li> <li>✓ Plants produce flowers</li> <li>✓ Insects pollinate some flowers</li> <li>✓ Flowers make seeds</li> <li>✓ Seeds need water but not light to germinate</li> <li>✓ Seeds can be dispersed in a variety of ways.</li> <li>✓ Seeds and fruits are food for animals</li> </ul>
<p><b>Geography</b> Mrs Wilcox</p>	<p><b><u>South America</u></b></p> <p>Throughout this half term, pupils will learn key facts about South America. We will look at the following areas and aim:</p> <ul style="list-style-type: none"> <li>✓ To find out about the location and countries of South America.</li> <li>✓ To find out about the climate in South America.</li> <li>✓ To find out about the major mountain ranges of South America.</li> <li>✓ To find out about the human geography of South America.</li> <li>✓ To find out about trade and industry in South America.</li> <li>✓ To be able to carry out an in-depth study of a South American country.</li> <li>✓ To compare an area of South America with the UK.</li> </ul>	<p><b><u>The Caribbean</u></b></p> <p>Pupils will explore the Caribbean and study the following areas with the aim:</p> <ul style="list-style-type: none"> <li>✓ To know where the Caribbean is and what islands it consists of.</li> <li>✓ To explore the physical geography of the Caribbean.</li> <li>✓ To find out about the climate of the Caribbean.</li> <li>✓ To research and discuss the human geography of the Caribbean.</li> <li>✓ To explore the Caribbean as a tourist destination.</li> </ul>

<p><b>Design and Technology</b> Mr Jones</p>	<p><b><u>Portraits</u></b></p> <ul style="list-style-type: none"> <li>✓ Portrait frames</li> <li>✓ Students build a mitre frame for a self-portrait. Students create a portrait</li> </ul>	<p><b><u>Project</u></b></p> <ul style="list-style-type: none"> <li>✓ Use of different materials</li> <li>✓ Design for purpose</li> <li>✓ Learning construction methods</li> <li>✓ Use of saw</li> <li>✓ Decoration, refinement.</li> </ul>
<p><b>ICT</b> Miss Hinchcliffe</p>	<p><b><u>Digital Art: Using Sketchpad</u></b></p> <ul style="list-style-type: none"> <li>✓ Use <i>Sketchpad</i> <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> to create various pieces of digital art, reflecting a weekly theme</li> <li>✓ Editing, formatting and enhancing artwork to reflect a graphic or artistic theme used by a famous artist or graphic designer</li> </ul>	<p><b><u>ICT Functional Skills</u></b></p> <ul style="list-style-type: none"> <li>✓ Typing important information such as address and telephone number</li> <li>✓ Creating a menu</li> <li>✓ Making a leaflet</li> <li>✓ Designing a poster</li> <li>✓ Producing tickets</li> <li>✓ Typing a letter</li> </ul>
<p><b>PE</b> Mr De Sylva</p>	<p><b><u>Lesson 1:</u></b> <b>Topic: Bat and ball skills</b> Key skills:</p> <ul style="list-style-type: none"> <li>• Hand eye coordination</li> <li>• Teamwork</li> <li>• Bat skills</li> <li>• Throwing</li> </ul> <p>We will be learning these skills through activities such as cricket and rounders.</p> <p><b><u>Lesson 2:</u></b> <b>Swimming at Salt Ayre</b></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>Lesson 1</u></b> <b>Topic: Outdoor adventurous activities</b> Key skills:</p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Teamwork</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Leadership</li> <li>• Fitness</li> <li>• Emotional wellbeing</li> </ul> <p><b><u>Lesson 2:</u></b> <b>Swimming at Salt Ayre</b></p> <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><b>Life Skills</b> Miss Yates</p>	<p><b><u>Looking after our environment.</u></b></p> <ul style="list-style-type: none"> <li>✓ Discussing how can we save energy.</li> <li>✓ Discussing how we can make our school more environmentally friendly.</li> <li>✓ Discussing and trialling ways that we can help keep the school grounds presentable.</li> <li>✓ Learn how to plant and grow our own fruits/ vegetables.</li> </ul>	<p><b><u>Staying safe in summer.</u></b></p> <ul style="list-style-type: none"> <li>✓ We will be looking at how to stay safe in the sun. Discussing heatstroke and sunstroke/</li> <li>✓ We will discuss how to stay safe at the beach.</li> <li>✓ We will be discussing water safety and the dangers of swimming in rivers etc.</li> <li>✓ We will also continue to focus on how to stay safe online.</li> </ul>
<p><b>Food Technology</b> Mrs Leach</p>	<p><b><u>To continue with Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>✓ We will be continuing to learn about healthy eating and adapting recipes to include less fat, salt, sugar and more fibre.</li> </ul>	<p><b><u>Summer Picnic Food</u></b></p> <ul style="list-style-type: none"> <li>✓ We will be designing and making food fit to take out on a picnic.</li> </ul>
<p><b>RE</b> Miss Blezard</p>	<p><b><u>Sikhism</u></b></p> <ul style="list-style-type: none"> <li>✓ Key question: What is the best way for a Sikh to show commitment to God?</li> <li>✓ We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</li> </ul>	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>✓ Key question: What is the best way for a Sikh to show commitment to God?</li> <li>✓ We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</li> </ul>
<p><b>Music</b> Mrs Prescott</p>	<p><b><u>Grease Young@Part</u></b></p> <p>On June 26<sup>th</sup> &amp; 27<sup>th</sup>, we will be putting on a production of Grease Young@Part (a version of the musical appropriate for younger performers). With our cast now set, our pupils will be busy rehearsing and supporting each other with all aspects of the production both on and offstage!</p>	

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