



# Curriculum Overview for Parents/Carers

## SPRING TERM 2025

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S3/Year 7</b>
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<b>SUBJECT</b>	<b>SPRING 1</b>	<b>SPRING 2</b>
<b>English</b> Mrs Addison	<p style="text-align: center;"><b><u>The Iron Man</u></b></p> <ul style="list-style-type: none"> <li>✓ We will be exploring and reading our set text – <i>The Iron Man</i> (Ted Hughes). Pupils will explore language used and apply prediction, inference and comprehensions skills. Speaking, listening and reading (acting skills) to bring the story alive, evidencing tableau activities. Pupils will have the opportunity to develop creative writing skills and the use of more complex vocabulary. The theme of relationships will be embedded within this unit.</li> </ul> <p style="text-align: center;"><b><u>Classic Poetry</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will explore poetry with a focus on ‘<i>Spring</i>’ (Christina Rossetti). They will create a Spring themed poem.</li> </ul>	
	<p style="text-align: center;"><b><u>SPaG</u></b></p> <ul style="list-style-type: none"> <li>✓ A review of basic grammar: letter, capital letter, word, singular, plurals, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</li> <li>✓ Pupils will complete sentence work, incorporating appropriate grammar skills.</li> <li>✓ Individual and paired reading sessions. Personal details such as addresses etc will also be practised.</li> </ul>	
<b>PSHE</b> Mrs Addison	<p style="text-align: center;"><b><u>Managing Feelings</u></b></p> <ul style="list-style-type: none"> <li>✓ Identifying and expressing feelings</li> <li>✓ Managing strong feelings</li> <li>✓ Self-esteem</li> <li>✓ Life skills</li> </ul>	<p style="text-align: center;"><b><u>Changing and Growing</u></b></p> <ul style="list-style-type: none"> <li>✓ Puberty</li> <li>✓ Friendship</li> <li>✓ Healthy and unhealthy relationship behaviour</li> <li>✓ Life skills</li> </ul>
<b>History</b> Mrs Addison	<p style="text-align: center;"><b><u>The Conquest of England (2)</u></b></p> <ul style="list-style-type: none"> <li>✓ The Conquest of England – William’s Four Problems and Solutions (The Harrying of the North).</li> <li>✓ How did William keep control?</li> <li>✓ Castles (Types/Features/Develop)</li> <li>✓ Castles (Methods for attack and Defence e.g. Rochester Castle)</li> <li>✓ (Local history study – Lancaster Castle)</li> <li>✓ How did William keep control? Feudalism</li> </ul>	

<p style="text-align: center;"><b>Maths</b> Mrs Addison</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>✓ Apply to word problems and/or practical situations.</li> </ul> <p style="text-align: center;"><b><u>Addition/Subtraction:</u></b></p> <ul style="list-style-type: none"> <li>✓ Subtraction rules</li> <li>✓ Inverse rules</li> <li>✓ Algebra</li> </ul> <p style="text-align: center;"><b><u>Money:</u></b></p> <ul style="list-style-type: none"> <li>✓ Identifying money</li> <li>✓ Counting money</li> <li>✓ Understanding the value of money.</li> <li>✓ Addition of prices/coins</li> <li>✓ Subtraction to find change.</li> <li>✓ Buying multiples of items</li> <li>✓ Division – sharing money between people</li> <li>✓ Apply to word problems/practical situations</li> <li>✓ Application – school trip!</li> </ul>	<p style="text-align: center;"><b><u>Division &amp; Fractions:</u></b></p> <ul style="list-style-type: none"> <li>✓ Understanding sharing</li> <li>✓ Understanding of grouping</li> <li>✓ Fractions of shape</li> <li>✓ Fractions of number</li> <li>✓ Understanding and applying fractions, as part of a whole</li> <li>✓ Adding fractions</li> <li>✓ Making equivalent fractions</li> <li>✓ Ratios</li> </ul> <p style="text-align: center;"><b><u>Measures - Weight</u></b></p> <ul style="list-style-type: none"> <li>✓ Use and apply standard measurements</li> <li>✓ Subtraction</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 temp</li> </ul>
<p style="text-align: center;"><b>Science</b> Mrs Hampshire/ Miss Hinchcliffe</p>	<p style="text-align: center;"><b><u>Magnetism &amp; Electricity</u></b></p> <ul style="list-style-type: none"> <li>✓ Properties of magnetism</li> <li>✓ Uses of magnets</li> <li>✓ Electromagnetism induction and uses</li> <li>✓ Building a simple circuit, circuit symbols, series and parallel</li> <li>✓ Static electricity</li> <li>✓ Understanding the dangers of electricity</li> </ul>	<p style="text-align: center;"><b><u>Earth &amp; Rocks</u></b></p> <ul style="list-style-type: none"> <li>✓ Earth's structure and composition</li> <li>✓ Earth's atmosphere and the impact of human activity / climate change</li> <li>✓ Recycling Earth's finite resources</li> <li>✓ The four seasons</li> <li>✓ Earth in the solar system and the Milky Way galaxy</li> <li>✓ Chemical and physical weathering of rocks</li> <li>✓ The rock cycle and classification of rock types</li> </ul>
<p style="text-align: center;"><b>Art and Design</b> Mrs Addison</p>	<p style="text-align: center;"><b><u>Colour wheel</u></b></p> <ul style="list-style-type: none"> <li>✓ Abstract art</li> <li>✓ Shape</li> <li>✓ Colour</li> </ul> <p>Pupils will explore the colour wheel. They will be able to create their own wheel and explore more complex colours by mixing. Pupils will explore the works of Van Gogh, specifically his iconic, 'Chair' masterpiece and the works of Piet Mondrian.</p>	<p style="text-align: center;"><b><u>Felt Making</u></b></p> <ul style="list-style-type: none"> <li>✓ Felt making</li> <li>✓ Shape</li> <li>✓ Colour</li> </ul> <p>Pupils will study and explore Wassily Kandinsky's work, focusing on his famed 'Colour study squares and concentric circles' Pupils will also explore shapes, lines, and colours applied in his abstract paintings.</p>

<p><b>Geography</b> Mrs Addison</p>	<p><b><u>Investigating Rivers</u></b></p> <p>Pupils will study a range of geographical content which includes:</p> <ul style="list-style-type: none"> <li>✓ Understanding the water cycle process.</li> <li>✓ How rivers erode, transport and deposit materials.</li> <li>✓ To know why rivers are important.</li> <li>✓ Causes of river pollution and impact on the environment.</li> <li>✓ Investigate a river in detail including the effects on the environment and landscape.</li> <li>✓ Conduce a geographical enquiry on a river of choice.</li> </ul>	<p><b><u>Exploring Brazil</u></b></p> <p>Pupils will learn about various elements of Brazil. We will look at the following areas and pupils will:</p> <ul style="list-style-type: none"> <li>✓ Locate where Brazil is.</li> <li>✓ Explore the physical geography of Brazil.</li> <li>✓ To understand the importance of the Amazon rainforest.</li> <li>✓ Find out about the urbanisations of Brazil.</li> <li>✓ Research and record life in a Brazil city.</li> <li>✓ Research Rio de Janeiro as a tourist destination.</li> <li>✓ Explore the culture of Brazil.</li> </ul>
<p><b>Design and Technology</b> Mr Jones</p>	<p><b><u>Steady hand game</u></b></p> <ul style="list-style-type: none"> <li>✓ Students will design a steady hand game.</li> <li>✓ They will make it using wood plastic and a ball bearing.</li> <li>✓ Decoration using paint</li> <li>✓ Refinement and evaluation</li> </ul>	<p><b><u>Steady hand game</u></b></p> <ul style="list-style-type: none"> <li>✓ Design process</li> <li>✓ Joining skills</li> <li>✓ Decoration and refinement</li> <li>✓ evaluation</li> </ul>
<p><b>Computing</b> Ms Clarke</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>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.</li> <li>✓ 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> <ul style="list-style-type: none"> <li>✓ The pupils will learn about healthy eating and about eating less fat, salt, sugar and more fibre.</li> <li>✓ They will make simple recipes and alter the ingredients to make them healthier.</li> </ul>

<p style="text-align: center;"><b>PE</b> Miss Boddy</p>	<p style="text-align: center;"><b><u>Basketball/teamwork</u></b></p> <p><b><u>Key skills:</u></b> Throwing, catching, spatial awareness, teamwork, communication and movement.</p> <p>Pupils will develop a range of passing techniques and they will practice the skills needed to play a full game of Basketball.</p> <p>Each PE lesson is underpinned throughout with health education. We will discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The importance of warming up.</li> <li>✓ Keeping healthy.</li> <li>✓ Looking after your heart.</li> <li>✓ The benefits of exercise.</li> <li>✓ How to stay fit.</li> </ul>	<p style="text-align: center;"><b><u>Dance</u></b></p> <p><b><u>Key elements:</u></b> Movement, unison, pathways, timing, rhythm, communication and collaboration.</p> <p>Pupils will work together using a variety of fundamental movements and create a short Dance sequence.</p> <p>Each PE lesson is underpinned throughout with health education and will focus on:</p> <ul style="list-style-type: none"> <li>✓ The importance of warming up.</li> <li>✓ Keeping healthy.</li> <li>✓ Looking after your heart.</li> <li>✓ The benefits of exercise.</li> <li>✓ How to stay fit.</li> </ul>
<p style="text-align: center;"><b>RE</b> Mrs Addison</p>	<p style="text-align: center;"><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Theme:</b> Belief and Meaning</li> <li>✓ <b>Concept:</b> Salvation</li> <li>✓ <b>Key Question:</b> Is anything ever eternal?</li> <li>✓ Pupils will explore, ‘What does eternity mean?’ They will be taught that Christian’s believe; Jesus taught that love should be eternal and unconditional alongside; the belief that because of Jesus’ resurrection, Christians will also be able to have life after death (eternal life)</li> </ul>	<p style="text-align: center;"><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Theme:</b> Easter</li> <li>✓ <b>Concept:</b> Gospel</li> <li>✓ <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</li> <li>✓ To explore where else in British society do you see the influence of Christianity. Identify festivals that are Christian and know what they represent. Explore what symbols/objects do we associate with each festival.</li> </ul>
<p style="text-align: center;"><b>Music</b> Mrs Prescott</p>	<p style="text-align: center;"><b><u>Music Tech: Ableton Push</u></b></p> <p>We will be exploring a new piece of Music Tech called an Ableton Push. The students will be using Ableton Live software and Push 2 controllers (<a href="https://www.ableton.com/en/">https://www.ableton.com/en/</a>) to order and manipulate sounds and create their own tracks or improvisations. With a focus on texture and structure, we will use our skills learned to compose soundtracks for a chosen film clip.</p>	

<b>Communication &amp; Life Skills</b> Mrs Addison	<u><b>Linked to the curriculum - S3 will develop their communication skills by:</b></u> <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> <li>✓ Drama activities</li> </ul>
	<p style="text-align: center;"><u><b>Keeping safe</b></u></p> <ul style="list-style-type: none"> <li>✓ Safety around the home</li> <li>✓ Safety in the community</li> <li>✓ Who to call in an emergency</li> <li>✓ Understanding how to stay safe online</li> </ul>

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