



# Curriculum Overview for Parents/Carers

## SPRING 2025

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S6/Year 9</b>
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SUBJECT	SPRING 1	SPRING 2
<p><b>English</b> Miss Clarke Mrs Greenwood</p>	<p style="text-align: center;"><u><b>Topic Content</b></u></p> <p>✓ Shakespeare’s A Midsummer Night’s Dream will be our text this term. The pupils will study a reduced version of the original play. It will contain some Shakespearean language and will be taught as a play. The pupils will use costume and speaking, listening and reading (acting skills) to bring the play alive. Pupils will also be completing comprehensions and writing tasks to consolidate learning.</p> <p>Pupils will also take part in:</p> <ul style="list-style-type: none"> <li>✓ Weekly ‘Big Spellings’ tests, sentence writing to demonstrate understanding of spelling words, individual and paired reading sessions</li> <li>✓ Weekly punctuation and grammar lessons.</li> </ul>	
<p><b>PSHE</b> Miss Hinchcliffe</p>	<p style="text-align: center;"><u><b>Managing Feelings</b></u></p> <ul style="list-style-type: none"> <li>✓ Self-Esteem and unkind comments</li> <li>✓ Strong feelings</li> <li>✓ Romantic feelings and sexual attraction</li> </ul>	<p style="text-align: center;"><u><b>Changing and growing</b></u></p> <ul style="list-style-type: none"> <li>✓ Puberty</li> <li>✓ Friendship</li> <li>✓ Healthy and unhealthy relationship behaviour</li> </ul>

<p style="text-align: center;"><b>Maths</b> Miss Hinchcliffe Miss Clarke</p>	<p style="text-align: center;"><b><u>Subtraction</u></b></p> <ul style="list-style-type: none"> <li>✓ Understanding and practicing the process</li> <li>✓ Mental arithmetic</li> <li>✓ Application to word problems</li> <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>✓ Standard units of length</li> <li>✓ Application to word problems and previous learning such as ordering, addition and subtraction</li> </ul> <p style="text-align: center;"><b><u>Temperature</u></b></p> <ul style="list-style-type: none"> <li>✓ Vocabulary linked to temperature</li> <li>✓ Measuring temperatures</li> <li>✓ Reading temperatures and negative numbers</li> <li>✓ Application to word problems</li> </ul>	<p style="text-align: center;"><b><u>Multiplication</u></b></p> <ul style="list-style-type: none"> <li>✓ Groups of and repeated addition</li> <li>✓ Times tables/mental arithmetic</li> <li>✓ Application to word problems</li> <li>✓ Multiplication rules</li> <li>✓ Algebra</li> </ul> <p style="text-align: center;"><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>✓ Time vocabulary</li> <li>✓ Days of the week/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>✓ Application to word problems</li> </ul>
<p style="text-align: center;"><b>Science</b> Miss Hinchcliffe</p>	<p style="text-align: center;"><b><u>AQA ELC Unit Biology 1: The Human Body</u></b></p> <ul style="list-style-type: none"> <li>✓ The human body is composed of structures called organs, which are organised into organ systems that carry out all of the key processes of life. These systems all require energy, which is contained in food and released in the cell by respiration. The organ systems are responsible for delivering food and oxygen to the cells and taking away waste.</li> <li>✓ All these key processes, including reproduction, are coordinated by the nervous system and a hormone system.</li> <li>✓ A healthy body can be maintained by a balanced diet, exercise and a healthy lifestyle. Health can be damaged by microbes, which can cause infectious diseases. The body can defend itself against most diseases but will sometimes need drugs in order to alleviate the symptoms and speed recovery.</li> </ul>	

<p><b>Geography</b> Mrs Greenwood</p>	<p><u><b>Our Local Area</b></u></p> <ul style="list-style-type: none"> <li>✓ To explore economic activity as part of a local area study.</li> <li>✓ To explore land use as part of a local area study.</li> <li>✓ To explore settlements as part of a local area study.</li> <li>✓ To explore climate zones as part of a local area study.</li> <li>✓ To explore rivers as part of a local area study.</li> <li>✓ To explore mountains and hills as part of a local area study.</li> </ul>	<p><u><b>Natural Resources</b></u></p> <ul style="list-style-type: none"> <li>✓ To identify some of Britain's natural resources and explain how they are used.</li> <li>✓ To identify some ways in which natural resources are used to produce energy</li> <li>✓ To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.</li> <li>✓ To identify parts of the world where wood is produced and consider some of the problems associated with its production.</li> <li>✓ To know where and how steel is produced.</li> <li>✓ To know where and how glass and concrete are produced in Britain using natural resources</li> <li>✓ To describe where a range of natural resources come from and how they are used</li> </ul>
<p><b>Art and Design</b> Mrs Faucitt</p>	<p><u><b>Colour wheel</b></u></p> <ul style="list-style-type: none"> <li>✓ Abstract art</li> <li>✓ Shape</li> <li>✓ Colour</li> <li>✓ 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 natural forms looking at Fauna and Flora under sea. They will experiment with felt</li> </ul>	
<p><b>History</b> Miss Dixon/Miss Ruxton</p>	<p><u><b>The Industrial Revolution</b></u> <u><b>Ideas, political power, industry and empire: Britain, 1745-1901</b></u></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> </ul> <p>Pupils will complete an end of unit assessment.</p>	
<p><b>Design Tech</b> Mr Jones</p>	<p><u><b>Topic Content</b></u></p> <ul style="list-style-type: none"> <li>✓ Ceramic house</li> <li>✓ Students are to make their house out of clay.</li> <li>✓ Design process</li> <li>✓ Decoration and refinement skills</li> <li>✓</li> </ul>	<p><u><b>Topic Content</b></u></p> <ul style="list-style-type: none"> <li>✓ Designing for a purpose</li> <li>✓ Using an unfamiliar material</li> <li>✓ Measuring and following instructions</li> <li>✓ Joining skills</li> <li>✓ Final finish</li> </ul>

<p><b>Communication</b> <b>Mrs Addison</b></p>	<p><b><u>S6 will develop their communication skills by:</u></b></p> <ul style="list-style-type: none"> <li>✓ Playing games</li> <li>✓ Turn taking</li> <li>✓ Presentations</li> <li>✓ Practicing public speaking skills</li> <li>✓ Discussions/ debates</li> <li>✓ Drama/Role play activities</li> <li>✓ Making telephone calls – linked to life skills and emergency services</li> </ul>	
<p><b>Computing</b> <b>Miss Clarke</b></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>Life Skills</b> <b>Mrs Greenwood</b></p>	<p><b><u>Personal Safety and travel outside the home</u></b></p> <p><b><u>Pupils will:</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify what a stranger is</li> <li>✓ Know what to do if approached by a stranger</li> <li>✓ Think about what a safe stranger is</li> <li>✓ Identify the key steps to cross a road safely</li> </ul>	<p><b><u>Basic First Aid</u></b></p> <p>Pupils will learn basic first aid such as:</p> <ul style="list-style-type: none"> <li>✓ How to deal with an unconscious casualty</li> <li>✓ How to do CPR</li> <li>✓ How to deal with bleeding</li> <li>✓ How to deal with choking</li> <li>✓ How to deal with an asthma attack</li> <li>✓ How to deal with a burn or a scald</li> <li>✓ How to deal with seizures</li> <li>✓ How to deal with poisoning</li> </ul>
<p><b>Food Technology</b> <b>Mrs Leach</b></p>	<p><b><u>Foods From Around the world</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will explore and learn about different countries and cultures.</li> <li>✓ They will prepare and make different dishes from all around the world.</li> <li>✓ They will create their own recipe book.</li> </ul>	<p><b><u>Foods from around the world</u></b></p> <ul style="list-style-type: none"> <li>✓ The pupils will continue with the topic of foods from around the world.</li> </ul>

<p style="text-align: center;"><b>RE</b> Miss Boddy</p>	<p style="text-align: center;"><b><u>Religion: Christianity</u></b></p> <p><b>Theme:</b> Beliefs and meanings.</p> <p><b>Key question:</b> Is anything ever eternal? Should religious people be sad when someone dies?</p> <p><b>Learning objective:</b> Pupils will gain an understanding of the concept of eternity and learn how to evaluate different beliefs about eternity and develop an understanding of the Christian perspective. This will be achieved through completing a wide range of tasks, debates and activities.</p>	<p style="text-align: center;"><b><u>Religion: Christianity</u></b></p> <p><b>Theme:</b> Easter</p> <p><b>Key question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Learning objective:</b> Pupils will examine the influences that Christianity still has on the world, and they will evaluate the strength of the religion. This will be achieved through completing a wide range of tasks, debates and activities.</p>
<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 interest, texture and structure, we will use our skills learned to compose soundtracks for a chosen film clip.</p>	

<p><b>PE</b> Miss Boddy &amp; Mr Darlington Knight</p>	<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><b><u>Topic: Games</u></b> <b><u>Area focus: tag rugby</u></b></p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>✓ Throwing</li> <li>✓ Catching</li> <li>✓ Kicking</li> <li>✓ Timed running</li> <li>✓ Communication</li> <li>✓ Team work.</li> </ul> <p>We will build up the skills needed to play small games towards the end of the half term.</p> <p>Each PE lesson is underpinned throughout with health education and will focus on:</p> <ul style="list-style-type: none"> <li>✓ Importance of warming up.</li> <li>✓ Keeping healthy</li> <li>✓ Looking after your heart</li> <li>✓ Benefits of exercise</li> </ul>	<p style="text-align: center;"><b><u>Team building/Parachute games</u></b></p> <p><b><u>Key elements:</u></b> Develop team building skills.</p> <p>The purpose of team building activities is to motivate pupils to work together, to develop their strengths, and to address any weaknesses.</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> </ul> <p><b><u>Topic: Outdoor adventurous activities</u></b> <b><u>Area focus: Orienteering.</u></b></p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>✓ Team work</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>
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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.**