



# Curriculum Overview for Parents/Carers

## SPRING TERM 2025

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S4/Year 8</b>
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SUBJECT	SPRING 1	SPRING 2
<b>English</b> Mr Davies/ Mrs Hampshire	<p style="text-align: center;"><u>Boy</u> <u>Roald Dahl</u></p> <p>In Boy, Roald Dahl recounts his days as a child growing up in England. From his years as a prankster at boarding school to his envious position as a chocolate tester for Cadbury's, Roald Dahl's boyhood was as full of excitement and the unexpected as are his world-famous, best-selling books.</p> <p><u>Grammar lessons this term include:</u></p> <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> <li>☞ Weekly Phonics sessions -working through a programme of phonics sessions, to include reading, speaking and writing activities. Pupils will continue to work on writing their own address and other addresses.</li> </ul>	
<b>PSHE</b> Ms Ritchings	<p style="text-align: center;"><u>Managing Feelings</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>Changing and growing</u></p> <ul style="list-style-type: none"> <li>✓ Puberty</li> <li>✓ Friendship</li> <li>✓ Healthy and unhealthy relationship behaviour</li> </ul>
<b>Computing</b> Miss Hinchcliffe	<p style="text-align: center;"><u>Programming &amp; Coding</u></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;"><u>Microsoft Office: PUBLISHER</u></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>
<b>Design Tech</b> Mr Jones	<p style="text-align: center;"><u>Toy Cars</u></p> <ul style="list-style-type: none"> <li>✓ Make and design a toy car</li> <li>✓ Design process using a variety of materials like wood cardboard.</li> <li>✓ Decorate with paint</li> </ul>	<p style="text-align: center;"><u>Toy Cars</u></p> <ul style="list-style-type: none"> <li>✓ Design skills</li> <li>✓ Joining skills</li> <li>✓ Creating for a purpose</li> <li>✓ Refinement and evaluation</li> </ul>

**Maths**  
Miss Boddy and  
Mrs Addison

**Multiplication and Division**

Pupils will be taught the following areas through a range of practical and mental approaches.

- ✓ Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- ✓ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- ✓ Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- ✓ Understand that division is the inverse of multiplication and vice versa.
- ✓ Understand division as sharing and grouping.
- ✓ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- ✓ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally and use a written method).

**Geometry – properties of shapes**

Pupils will be taught the following content through a range of practical and mental approaches.

- ✓ Identify and draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- ✓ Recognise angles as a property of shape or a description of a turn.
- ✓ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- ✓ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

<p style="text-align: center;"><b>Science</b> 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>Geography</b> Mrs Greenwood</p>	<p style="text-align: center;"><b><u>Our Local Area</u></b></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 style="text-align: center;"><b><u>Natural Resources</u></b></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 style="text-align: center;"><b>History</b> Miss Dixon/Miss Ruxton</p>	<p style="text-align: center;"><b><u>Development of the Church, state and society in Britain (1509 – 1745)</u></b> <b><u>The Tudors (Continued)</u></b></p> <p>A continuation of their study about The development of Church, state and society in Medieval Britain (1066-1509), focusing on how William kept control of England - this involves learning about the feudal system and then proceeding to Castles.</p>	

<p><b>Art and Design</b> Mr Jones</p>	<p><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.</p>	<p><b><u>Felt Making</u></b></p> <p>Pupils will explore natural forms looking at Fauna and Flora under sea. They will experiment with felt making</p>
<p><b>Food Tech</b> Mrs Leach</p>	<p><b><u>Basic Food Handling Skills</u></b></p> <p>The pupils will continue to build on their food handling skills. They will make simple meals using the various parts of the cooker: -</p> <ul style="list-style-type: none"> <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><b>RE</b></p>	<p><b><u>Christianity</u></b>  <b>Theme:</b> Beliefs and Meaning  <b>Religion:</b> Christianity  <b>Concept:</b> Salvation  <b>Key question for this enquiry:</b> Is anything ever eternal?  <b>Learning Objectives:</b> We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p><b><u>Christianity –Easter</u></b>  <b>Theme:</b> Easter  <b>Religion:</b> Christianity  <b>Concept:</b> Salvation  <b>Key question for this enquiry:</b> Is Christianity still a strong religion 2000 years after Jesus was on earth?  <b>Learning Objectives:</b> We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.</p>
<p><b>Music</b> Mrs Prescott</p>	<p><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>	

<p style="text-align: center;"><b>PE</b> <b>Mr Darlington- Knight</b></p>	<p><b>Topic: Bat and ball skills</b> Key skills:</p> <ul style="list-style-type: none"> <li>• Hand eye coordination</li> <li>• Team work</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>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>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>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>
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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.**