

Formal curriculum KS3 curriculum Framework						
Areas of learning		2020/2021				
Term		Autumn	Spring		Summer	
Communication	<b>English</b>	All lessons will include activities designed to further develop personalised ongoing skills or speaking and listening, attention and understanding as well as reading and writing.				
		<p><b>Topic: Introduction to Shakespeare</b> Experiencing life, clothing and writing materials of the period Fact file; Biography (where appropriate) Physical features. The Globe Theatre Plays/poems/quotes Animated Shakespeare stories and re-enactments <b>(Visiting the Globe theatre)</b></p>	<p><b>Topic: Shakespeare Play e.g. Macbeth</b> Story through images, simple captions, props and role play.</p>	<p><b>Topic: Non-Fiction: Advertising</b> Use of persuasive and presentational devices to demonstrate persuasion and emotion used in advertising to sell a range of different products. Learning about fact, opinion, colour and font in advertising by creating an advert.</p>	<p><b>Topic: Gothic Texts - for example, Frankenstein</b> <b>Exploring:</b></p> <ul style="list-style-type: none"> <li>Emotions that settings create.</li> <li>Identifying features of characters.</li> <li>Role playing characters.</li> <li>sequencing stories.</li> </ul>	<p><b>Topic: Classic Poetry</b> Introduction to poetry</p> <ul style="list-style-type: none"> <li>Context</li> <li>Rhyme</li> <li>Rhythm</li> </ul> <p>Any poem that is pre-1914 e.g.</p> <ul style="list-style-type: none"> <li>Daffodils</li> <li>The Crocodile</li> <li>Twinkle little bat</li> <li>The Walrus and the Carpenter</li> </ul>
Learning and understanding	<b>Maths</b>	Number is taught in every lesson throughout the year.				
		Routine and Time - Days of the Week and Months of the Year. Capacity - Comparison of Capacity and how to measure it using ml/l.	Routine and Time - Introduction to Clocks, O'clock and Half Past times. Length - Comparison of Length and how to measure it using mm/cm/m.	Routine and Time - Half Past, Quarter Past and Quarter to. Mass - Comparison of Mass and how to measure it using ml/l.	Money - Addition of Money using coins. 2D Shapes - Properties of simple 2D shapes and introduction to symmetry. Position, Movement and Direction: understanding prepositions, direction.	Money - Subtraction of Money using coins. 3D Shapes - Identifying 3D Shapes and their properties.

<b>History</b>	Black History: Slavery and the effects of slavery, African and Caribbean culture and a person of significance.	The U.K and the home nations – similarities and differences, for example map, flag, flower, food, language and saints.	English civil war- explore what life was like during Stuart times and the reason for war.	<i>Taught in rotation with Geography; is taught in the first half of the academic year.</i>		
<b>Geography</b>	<i>Taught in rotation with Geography; is taught in the second half of the academic year.</i>			Land use: Investigate and explore how land is used. <b>(visit a Leisure centre and a farm)</b>	Making connections: Using plans, maps and symbols to begin to make connections between different places and understand direction.	Wider world: Experience, explore and investigate the Japanese culture- language, dress, food and writing style.
<b>Science</b>	Electricity: In KS3 we explore through lots of practical activities what electricity is and it's uses. We spend time through roleplay and practical activities exploring the safety aspects involved with electricity.	Forces & motion: we extend our knowledge of forces by exploring through practical activities how to name and sort objects that are stationary/moving . We look at how to increase /decrease speed by force.	Materials - Describing & Classifying: Students explore materials by naming and sorting them. We sort them into groups based on simple properties and then identify uses for the materials.	Properties of Materials - heating & Cooling: we explore through lots of experiments what happens when products are heated and cooled e.g. ice, jelly etc. We identify and name a material's state of matter.	Living things- Classification: students explore and begin to understand what is dead and what is alive including what has never been alive. We use classification keys to group and name animals in the environment.	Animals Classification & habitat: students learn to identify animals found in different habitats i.e. desert, countryside, town and sea. They explore how animals have adapted to their environment i.e. fish -fins.
<b>RE</b>	Students investigate topics through a variety of activities and experiences appropriate for their level. Students learn to recognise and begin to actively join in religious celebrations. Making connections and discovering God's presence in our everyday life. RE lessons are planned in a variety of settings (including the Peace Garden, chapel, playgrounds, visit to local churches) and enriched by elements of prayer and simple meditation.					
	<b>Domestic church:</b> God's dream for every family. Recognising that God lives in our homes.	<b>World faiths:</b> Hinduism Diwali Celebrations.  <b>Advent/Christmas</b> : God's gift of Love & friendship with	<b>Local Church:</b> people, priest, recognising God's helpers in our local community. <b>Visit local churches, meeting with a priest.</b>	<b>World faiths:</b> Judaism. Story of Moses and Exodus. Investigating traditional Passover food.  <b>Lent/Easter:</b> Investigating and celebrating growth to	<b>Pentecost:</b> Investigating and discovering the transforming power of the Holy Spirit.  <b>Eucharist:</b> Bible Stories: Last Supper. Jesus celebrates	<b>Kingdom of God:</b> Bible Story. investigating one from the 7 Parables about God's Kingdom.  <b>Universal church:</b> joining one of CAFOD's projects for this year.

		<b>Belonging:</b> investigating signs and symbols used during the sacrament of Baptism.	Jesus. Bible Story Nativity by St Matthew.	<b>Reconciliation:</b> God's gift of love, Bible Story Lost Sheep.	new life. Planting seeds - symbols of new life.	Passover and transforms old Jewish rituals into sacrament. Mass, the living memorial of Jesus' sacrifice.	
	<b>Computing</b>	Development of computing skills: Students engage in activities which develop skills in using everyday technology= turning an IPAD, updating an IPAD, turning a PC on/off, using a CD player, DVD player, streaming movies, remote control for television, using buttons on a microwave.	Information technology: Using appropriate apps students learn to take photographs, draw and record their voice to create animated images to communicate short messages. App: ChatterPix Kids 4	Theme: Digital Literacy Students begin to learn how to evaluate content and searching skills on the WWW. Students engage and experience activities that develop awareness that not all content is reliable or appropriate for all audiences and how to identify the reasons for this.		Computer Science: Students use a Bee-bot or a blue bot or probot to learn about simple cause and effect and basic programming. Students will develop basic directional language and relative direction of the robot. Students will use visual programming languages such as 2Go (purple mash), Scratch Jr and Scratch, to introduce and develop visual programming skills.	
Independence	<b>Cooking</b>	<b>SNACKS AND DRINKS:</b> Learning how to make simple snacks including sandwiches and toast. Learning to make bread, scones and flapjacks. Making simple drinks such as juice. Kitchen utensil safety.		<b>ESSENTIAL BREAKFAST OR STARTERS:</b> Preparing breakfast, for example cereal and porridge or using a sandwich maker to make a toasted sandwich following all necessary safety measures. Learning to make hot drinks including tea, coffee, hot chocolate and fruit teas. Making simple soups using seasonal vegetables of choice.		<b>CANNED OR QUICK MEALS OR PRE PACKAGED MEALS:</b> Creating a meal from cans or pre-packaged food including simple meals such as beans on toast, tuna pasta and sandwiches and steam vegetables. Reheating using a microwave such as baked potatoes or soups	
	<b>Community Skills</b>	Onsite activities related to: Getting to know our community within the school context. Practical skills using money in the Tuck Shop and The Well Cafe. Learning the signs and symbols used in the local community which alert us to danger and information signs.		Onsite: Learning about personal safety when out in the community. (not using the community due to Covid Restriction) Crossing the road following the basic road crossing safety rules. Practise using a zebra crossing using the resources within school. Who to ask for help if needed when out in the community.		Onsite: Students explore, identify and engage in different activities that can be done in the local community, for example, visiting the community cafe, walking along the river pin, flying a kite on the school field, shopping/eating out.	

	<b>Personal care</b>	<b>Personal Hygiene:</b> Students learn about different parts of their body, their function and how to keep them clean, what products to use on each part of the body and our preferences in these. In the second half of the term students learn about personal appearance and what contributes to it, for example clothing (type and state), hygiene and body language.	<b>Clothing:</b> Students learn about the types of clothing (including footwear) for seasons, jobs, occasions and leisure activities. Students learn to put on and take off different types of clothing, they examine a range of different clothing, for example a poncho and wellington boots.	<b>Personal Safety:</b> Students learn about keeping safe at home and with people. Students learn about the dangers of approaching people they do not know and what to do when a stranger does approach them. They also learn about potential dangers at home, for example using an iron or stove. In the second half of the term, students learn about keeping safe in the community with emphasis on road safety.
Relating and interacting	<b>PSHE/C</b>	<b>Personal identity: strengths, confidence, self-esteem:</b> Students learn about what constitutes a personal strength and weakness. Students begin to identify their own strengths and the strengths of their peers and to begin to develop an understanding of differences and similarities. Students engage in a range of activities which showcases their strengths so that confidence is built. The sharing of these experiences, promotes and develops new skills.	<b>Becoming an informed citizen within the environment:</b> Students identify different activities that they should or should not do to take care of the environment. They learn about different ways how the environment is being harmed and different ways to look after our local community, for example making a bird feeder to attract more wildlife or organising a litter pick. In the second half of the term students learn about being safe in the community. Students explore features that may be dangerous, for example walking down steps and crossing the road.	<b>Making compromises, goodwill and conflict resolution:</b> Students learn about issues that may cause conflict and how to resolve conflicts within our own lives/community. They learn about how conflict makes people feel and how to resolve negative feelings. Students explore and identify Global conflicts, such as hunger and homelessness and begin to explore ways on how to suggest ways to resolve them.
	<b>Thrive</b>	In Thrive sessions, the Lead Thrive Practitioner works alongside the class teams and key staff to support the development of student's emotional development and regulation. The Thrive approach allows class teams to assess their student groups on the essential strategies that are needed to support their student's emotional development and regulation. The recommended activities are targeted to support emotional development. All activities are focused, and depend on the emotional need or interruptions within the assessed student group. Activities include the use of many artistic and sensory mediums, such as sand play, small world and puppetry, storytelling, music and movement, dance, painting, drawing and turn taking activities.		
Leisure and well being	<b>Art</b>	<b>Who Am I</b> An exploration of self-identity. In this topic the students will begin to develop their basic drawing skills further. They will explore self-portraits and begin to learn how to draw features of the human face. The students will learn about composition and proportion. They will	<b>Investigating patterns</b> An exploration of pattern in the natural and manmade world. Students will study the patterns in our environment, both natural and manmade. The students will explore, reflection, rotation, symmetry and simple shape tessellations. The students will learn	<b>Super Sculptures and Movement</b> An exploration of the human figure. The students will learn about the artist Keith Haring and Antony Gormley and their figurative work. They will explore the human body, developing a sense of shape and form. They will explore basic modelling techniques, pinch, pull, twist and roll. The students will engage with surface

	<p>explore quick sketching techniques and continuous line drawing. The students will have opportunities to experiment with light and dark using the medium of pencil. All students will be able to identify the names of most art tools and equipment. In the second half of the term, the students will look at the artist Giuseppe Arcimboldo and recreate the face using abstract items. The students will explore photography and collage to recreate an image of them. All students will explore, colour, pattern, line, shape and form.</p> <p>Gallery visit to the National Portrait Museum.</p>	<p>techniques in drawing curved and straight lines with accuracy. The students will experiment in printing using vegetables, shapes and collage. In the second half of this term the students will explore Aboriginal art. They will learn about the lives of aboriginal people and the patterns in their artwork. Students will begin to demonstrate colour preferences and describe colours using keywords. The students will explore different printing techniques, stamps and stencils in order to create patterns. The students will explore the work of the artist Henri Rousseau and Paul Klee. Students will design and create their own relief design for printing.</p>	<p>patterns using carving techniques. All students will engage in sculpting a simple figure using clay, foil, pasta and paper. In the second half of the term the students will look at the works of the artist Alexander Calder. They will comment on the artist's work using keywords. They will explore the topic of movement, and explore movement within our own bodies. The students will make simple shape and movement mobiles using basic construction techniques. Students visit outdoor sculpture art in London.</p>	
<b>DT</b>	<p>Mini Project 'Design &amp; Make construct mini projects using wood and acrylic' An introduction of a workshop environment. The students will learn the health and safety rules of a workshop. They will identify and name the different types of PPE worn in a workshop environment. They will be able to demonstrate how to work safely, using the hand tools and equipment appropriately. The students will explore the materials wood and acrylic, learning about the properties of the materials. The students will learn how to use the basic hand tools safely, a tenon saw. The students will complete two mini make projects using wood and acrylic. In the first term the students will design and make a wooden iPhone holder. In the second half term the students will design and make a simple photo frame.</p>	<p>Simple bookends 'Design &amp; construct a simple book ends using wood' The students will demonstrate the skills learnt from the previous term to design a set of simple bookends. The students will investigate the purpose of a bookend. They will use basic research skills to create a design. The students will use basic drawing skills to communicate a design idea. The students will use their numeracy skills to mark out accurately onto wood. They will learn how to transfer a 2D design onto a wood. The students will identify the tools and equipment needed to make their bookends. In the second half of the term the students will make their simple bookend from wood. The students will complete their bookends with a decorate finish of their choice. They will test and evaluate their product.</p>	<p>Animal money bank 'Design &amp; construct a simple money bank using wood and acrylic' The students will demonstrate the skills learnt from the previous term to design a simple animal money bank. The students will investigate the purpose of a money bank. They will use basic research skills to create a design. The students will use basic drawing skills to communicate a design idea. The students will use their numeracy skills to mark out accurately onto wood and acrylic. They will learn how to transfer a 2D design onto a wood. The students will identify the tools and equipment needed to make their animal money bank. In the second half of the term the students will make their animal money bank from wood. The students will complete their animal money bank with a finish of their choice. They will test and evaluate their product.</p>	
<b>Drama</b>	<p><b>Disney Freeze Frames:</b> Using tableau as a way of creating drama.</p>	<p><b>Christmas Play</b> <b>Brief: Preparation for each class production to be performed as part of the Christmas</b></p>	<p><b>Silent Movies (mime)</b> <b>Brief: Using music of the era, create stories that do not require words to be interpreted.</b> <b>Scenarios: Throwing/catching/hitting and imaginary ball</b></p>	<p><b>Making a performance</b> <b>Brief: This Module is intended to prepare pupils for a talent/variety show</b></p> <p><b>Masters and Servants</b> <b>Brief: Based on Commedia Dell'Arte</b> <b>Masters are in charge but easily fooled. Servants are zany, clever,</b></p>

		<p><b>Brief:</b> Introduce/reintroduce pupils to good working habits and skills that can be used throughout the other modules. Popular Disney stories can be used as a basis for this.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Drama rules</li> <li>• Working together</li> <li>• Making a Tableau</li> <li>• Using a prop to create character</li> <li>• Following rules</li> <li>• Choosing a costume</li> <li>• Starting and stopping</li> </ul>	<p><b>performance.</b> Individual class topics to be chosen based on the annual theme.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Following direction</li> <li>• Suggesting ideas</li> <li>• Working together</li> <li>• Changing voice, words and movement to become a character.</li> <li>• Performing for a live audience</li> <li>• Entering and leaving the stage</li> <li>• Showing feelings</li> </ul>	<p><b>Late for school, the restaurant (Stressed waiter serving tables)</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Watching the videos of <ul style="list-style-type: none"> <li>○ Buster Keaton</li> <li>○ Charlie Chaplin</li> <li>○ Laurel and Hardy and-respond to what they have seen</li> </ul> </li> <li>• Interpreting a brief</li> <li>• Telling stories through movement</li> <li>• Using movement to show thoughts and feelings</li> </ul> <p>Responding to music</p> <ul style="list-style-type: none"> <li>• Creating and responding to imaginary props and actions</li> <li>• Showing feelings</li> <li>• Completing actions</li> <li>• Taking your turn</li> <li>• Clapping for the work of others</li> </ul>	<p><b>to be performed before half-term. Pupils can work in pairs, small groups or as a class to produce a short piece of work to highlight the particular talents of each performer.</b></p> <p><b>Skills</b></p> <p>Choosing and learning a script or song</p> <p>Choosing a style of performance</p> <p>Following direction</p> <p>Suggesting ideas</p> <p>Working together</p> <p>Changing voice, words and movement to become a character.</p> <p>Singing</p> <p>Performing for a live audience</p> <p>Entering and leaving the stage</p> <p>Showing feelings</p> <p>Showing simple actions</p>	<p><b>naughty and in fear of losing their jobs.</b></p> <p><b>Skills</b></p> <p>Researching Commedia characters and Identifying them in modern media. Examples: Bart and Homer Simpson.</p> <p>Following direction</p> <p>Suggesting ideas</p> <p>Working together</p> <p>Changing voice, words and movement to become a character</p> <p>Improvising ideas</p> <p>Choosing a prop</p> <p>Choosing a costume</p> <p>Moving and stopping, on request</p> <p>Showing emotions</p>
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	<p><b>Music</b></p>	<p><b>African Music:</b> Students explore African music, traditions and instruments by listening to short musical clips and begin to understand call and response techniques by learning new African traditional songs to perform in the class.</p>	<p><b>Sound of the Seasons and Christmas:</b> Through different compositions by Vivaldi, students explore music that reflect the different seasons. Students also begin to learn class songs for the Christmas performance.</p>	<p><b>South American:</b> Students learn about music from Brazil, and the conventions of Samba music. Students experience a Carnival parade and use Samba style bands and instruments to perform in the parade.</p>	<p><b>Classical music:</b> Students experience classical music and learn about the different instruments of the orchestra and explore their sound and the materials that they are made from.</p>	<p><b>Classical Music- Best of the British:</b> Students explore and experience the traditional songs and classical music from four home nations of Great Britain.</p>	<p><b>Music from Musical Theatre:</b> Students experience and celebrate music of the Broadway and West End, for example, "Joseph and his Technicolour Dream Coat", "Oliver" and "Matilda". Students prepare for summer performance using songs "Wicked" and "School of Rock".</p>
	<p><b>PE</b></p>	<p>Touch Rugby Skills: Individual, partner and group practices and conditioned games. Development of ball handling, kicking, catching and passing. Improved knowledge and ability to score a try and show teamwork - attacking/defending.</p>	<p>Trampolining: Revise trampoline safety while on the bed, getting on and off the trampoline and while spotting. Develop movement on the bed - bounce and jump. Further explore and develop gymnastic actions and shapes moving and still. Link movements and skills together into longer sequences. Develop how to recognise and understand how their bodies feel when jumping, developing and improving balance, body control and coordination. Be able to identify good form in their own and others movements.</p>	<p>Short tennis: Students experience and develop ball bouncing, throwing and catching practices and games. They will experience and practice different ways to throw a ball looking at accuracy, aiming and swinging the arm through. Some students will develop forehand and introduce backhand swings as well as develop their serve and ability to play a conditioned game score and officiate.</p>	<p>Athletics: Students will develop and experience throwing a range of different athletic implements. Students will engage in a range of running techniques and activities looking at speed and distance over obstacles. Students will also jump for height/distance. Students will also begin to develop their leadership skills by helping to lead and participate in their own warm ups specific to the activity, for example to lead stretching activities and help to officiate athletic activities using measures and stopwatches.</p>		

	<b>Yotism</b>	In yotism students take part in a routine which helps to balance and regulate their bodies. Yoga introduces a deep sense of body awareness, mindfulness, motor-neuron organisation and gently resets the nervous system to create a shift from survival mode to a feeling of internal safety and coping. The sensory system is given space to process, the muscles slowly come out of a contracted state and attention is brought more to a quiet self. The routine includes group circles, saying hello to our body and senses, chimes, chanting, postures, relaxation and meditation.
	<b>Swimming</b>	In swimming students will develop knowledge and understanding of pool safety. They will develop understanding for the need to warm-up and develop and experience movement around the pool improving confidence and position in the water. Students will engage in gliding activities and progress to show control and coordination of their bodies in water.
	<b>Interventions</b>	Ongoing interventions that are selected to meet the needs of both individuals and groups within class. Activities included: Alert, sensory circuits, massage, yoga and Attention autism.
Transitioning	Using supportive strategies to enable students to manage change. This included using strategies that enable them to manage transitions physically, for example from one activity to another, move around in the classroom, move around the school environment (moving from place to place) in its entirety and beyond, for example new teachers, schools and colleges. Supportive strategies will also be used to support students to manage physiological change, such as puberty or long-term medical conditions throughout the year.	