

KS3 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	<i>Honesty</i>	<i>Trust</i>	<i>Respect</i>	<i>Kindness</i>	<i>All Together</i>	<i>Independence</i>
Holistic Curriculum Context for Learning	Understanding Me, Working with You  Me, Myself and I	All Together Better  Reach for the Stars	Where to?  Working in Different Ways	Me, Myself and I  Meeting my Needs, Taking Care of Myself	Food for Thought  Going Back to the Roots	What a Wonderful World  Keeping it Green
Whole school Events	Art Week	Remembrance Day Friendship Week Children in Need Day Christmas Jumper Day Christmas Performances	Music Week Children's Mental Health Week	Book Week	Diversity and Pride Week	Performing Arts Week
Inspiration Day	Getting to know you - outdoor phase picnic	Planting trees	Musical visitor	Storyteller event	Theatre performance	Recycling Workshop
End of Term celebration	Art gallery	Christmas production	Story book sharing	Poster and leaflet sharing	Performances	Key Stage trip
RSHE	<b>Self-Awareness</b> Pupils will identify how they can listen to others and work collaboratively. Pupils will consider how their actions can make others feel. Pupils will identify steps to take if someone has upset them	<b>Managing Feelings</b> Pupils will identify a range of practical steps they can take if they are having uncomfortable feelings. Pupils will begin to understand and describe the effect of their emotions on others	<b>The world I live in</b> Pupils will understand that everyone is unique and equal. Pupils will understand that everyone has rights and responsibilities regarding equality. Pupils will identify different types of bullying and consider	<b>Self-care, support and safety</b> Pupils will explain how to determine whether other children and adults are trustworthy, judge when a family or friend relationship feels unsafe and learn how to seek help or advice.	<b>Healthy Lifestyles</b> Pupils will identify positive associations between physical activity and mental well-being. Pupils will explain how to maintain healthy eating and the links between a poor diet and health risks.	<b>Changing and growing</b> Pupils will explain some key facts about puberty, the changing adolescent body and menstrual wellbeing. Pupils will identify the main changes which take place in males and females and the effect this can have

	Pupils will learn what mutual respect is and how they can demonstrate this.		the responsibilities of bystanders.	Pupils will identify simple rules for staying safe online Pupils will explain what permission and privacy is and how they can follow these rules in real life and online.	Pupils will identify steps a person can take to maintain good personal hygiene. Pupils will identify how they can recognise they are feeling unwell and which medicines can help	on emotional and physical health. Pupils will identify things they can do now which they couldn't when they were younger.
English	Home Sweet Home (Animation)  Descriptive writing: -Setting description -Character description -Narrative recount -Writing own story  -Dialogue -Playscripts -Performance -Edit and improve	Vlad and the Great Fire of London (Book Study)  Non-fiction writing: -Non-fiction accounts -Diary writing -Fact files -Chronological report writing  -Poetry -Edit and improve	Dreamgiver (Animation)  Descriptive writing: -Setting description -Character description -Writing fantasy narrative  -Newspaper report -Informal letter -Edit and improve	Lila and the Secret of Rain (Book study)  Writing to inform: -Leaflets -Posters -Non-chronological report writing  -Writing alternative ending -Edit and improve -Stories from other cultures -Edit and improve	Treasure (Animation)  Shared writing: -Riddle poems -Playscripts -Formal letter writing -Persuasive writing  -Debate -Interviews -Edit and improve	Elephant (Book study) A Cloudy Lesson (Animation)  Instruction writing: -Features of instructions -Writing own instructions  -Performance poetry -Traditional tales -Edit and improve
Texts	-Can I Build Another Me? -The Name Jar -All Kinds of People -The Suitcase Kid -Two Homes -My Daddies -What Makes Me a Me -Super Duper You -I am Enough -Incredible You	-Freda Kahlo and the Animalitos -Can You See Me? -Black and British -I am not a Label -Hello World -The Boy who Reached for the Stars -Children Who Changed the World	-The Lion, The Witch and The Wardrobe -Aliens Love Underpants -Dragons Love Tacos -The Boy who Grew Dragons -Journey -The Enchanted Wood -The Girl who Drank the Moon	-Funny Bones -Wonder -Pig Heart Boy -Harriet vs The Galaxy -The BFG -What a Waste -A Planet Full of Plastic -The Bad Seed -Handa's Surprise	-The Iron Giant -The Day the Crayons Quit -The Lion and the Mouse -Here We Are -Greta and the Giants -Change Starts with Us -Wonder	-The Miraculous Journey of Edward Tulane -Handa's Surprise -We're Going on a Bear Hunt -Way Home -How to Train Your Dragon -The Boy who Cycled the World -Soar (Animation)

		-When I Grow Up I Want to be...			-The Windmill Farmer (animation)	
Maths	Number -Counting forwards and backwards -Sequencing and ordering -Place value -Fractions	Number -Addition -Subtraction	Number -Multiplication -Division	Measures -Length -Weight -Capacity -Volume	Shape -2D shapes -3D shapes -Position -Direction -Pattern	Data handling -Recording data -Presenting data -Interpreting data
<b>Science Discovery Line Scientific enquiry:</b>  Uses simple Scientific terminology  Identify and collect scientific resources  Make a simple prediction  Collect results and record  Makes comments on the results of their actions  Repeats an action in order to test result	Starts to carry out simple tests on objects and can comment on differences - Loud/quiet  Identify sounds in environment - Transport - Animals - Household objects - People  Repeats an action in order to test result  Makes comments on the results of their actions  Make a simple prediction when repeating an experiment	Plays purposefully with small-world models - Farm  Explore and comment on plants and animals using range of senses - Animals  Notice and comment on one difference between plants/animals - Pictures - Real  Sort plants, animals and objects by criteria - Habitat - Type - Size  Shows care and concern for living	Shows an interest in real objects such as cameras and mobile phones, attempting to use functionally Uses arrow keys on keyboard to control movement on the screen  Explores changing text size, style and colour using appropriate software  Show awareness that ICT sources e.g. the internet can be used to find things out  Complete an appropriately challenging program with multiple steps on the computer independently  Program a simple	Explore and comment on plants and animals using range of senses - Plants  Notice and comment on one difference between plants/animals - Pictures - Real  Use simple Scientific equipment - Magnifying glass  Sort plants, animals and objects by criteria - Habitat - Type - Size  Shows care and concern for living things and environmental care	Repeats an action in order to test result  Makes comments on the results of their actions  Comments on light and shadow in an investigation - Proximity - Comparison - Concept of transparent/opaque - Investigate with objects  Collects and records data - Recording table - Tally chart - Measuring equipment  Can identify variables that could be changed	Collect and interact with natural objects - In school - In the community - At home  Explore and comment on plants and animals using range of senses - Animals  Notice and comment on one difference between plants/animals - Pictures - Real  Sort plants, animals and objects by criteria - Habitat - Type - Size  Shows care and concern for living

<p>Talks about why things happen and how things work</p> <p>Talks about similarities, differences, patterns and change</p>	<p>Collects and records data</p> <ul style="list-style-type: none"> <li>- Recording table</li> <li>- Tally chart</li> <li>- Measuring equipment</li> </ul>	<p>things and environmental care</p> <ul style="list-style-type: none"> <li>- Animals</li> </ul> <p>Developing an understanding of growth, decay and changes over time</p> <ul style="list-style-type: none"> <li>- Animals</li> <li>- Humans</li> </ul>	<p>floor robot with a series of instructions</p> <p>Begin to gather data and enter it onto a simple computer program</p> <p>Experiment with editing images</p> <p>Produce simple pictograms representing data that they have collected</p>	<ul style="list-style-type: none"> <li>- Plants</li> </ul> <p>Developing an understanding of growth, decay and changes over time</p> <ul style="list-style-type: none"> <li>- Plants</li> </ul>		<p>things and environmental care</p> <ul style="list-style-type: none"> <li>- Plants</li> <li>- Animals</li> <li>- Environmental care</li> </ul>
<p><b>Explorer Line Scientific enquiry:</b></p> <p>Ask questions</p> <p>Set up a test</p> <p>Measure</p> <p>Explain and draw conclusions</p> <p>Use equipment</p> <p>Complete a fair test</p> <p>Classify</p> <p>Research</p>	<p>Know how sound is made, associating some of them with vibrating.</p> <p>Know how sound travels from a source to our ears</p> <p>Know the correlation between pitch and the object producing a sound</p> <p>Know the correlation between the volume of a sound and the strength of</p>	<p>Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds</p> <p>Know and classify animals by what they eat (carnivore, herbivore and omnivore)</p> <p>Know the basic stages in a life cycle for animals, (including humans)</p> <p>Know why exercise, a balanced diet and good hygiene are</p>	<p>Know how the Earth and living things have changed over time</p> <p>Know how fossils can be used to find out about the past</p> <p>Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</p> <p>Know how animals and plants are adapted to suit their environment</p>	<p>Know and name a variety of common wild and garden plants</p> <p>Know and name the petals, stem, leaves and root of a plant</p> <p>Know and name the roots, trunk, branches and leaves of a tree</p>	<p>Know that dark is the absence of light</p> <p>Know that light is needed in order to see and is reflected from a surface</p> <p>Know and demonstrate how a shadow is formed and explain how a shadow changes shape</p> <p>Know about the danger of direct sunlight and describe how to keep protected</p> <p>Know how light travels</p>	<p>Know how to sort by living and non-living things</p> <p>Classify things by living, dead or never lived</p> <p>Know how a specific habitat provides for the basic needs of things living there (plants and animals)</p> <p>Match living things to their habitat</p> <p>Name some different sources of food for animals</p>

<p>Observe</p> <p>Predict</p> <p>Draw tables and diagrams</p> <p>Evaluate</p>	<p>the vibrations that produced it</p> <p>Know what happens to a sound as it travels away from its source</p>	<p>important for humans</p>	<p>Link adaptation over time to evolution</p> <p>Know about evolution and can explain what it is</p>		<p>Know and demonstrate how we see objects</p> <p>Know why shadows have the same shape as the object that casts them</p> <p>Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p>Know about and explain a simple food chain</p>
<p><b>Humanities</b></p>	<p><b>Locational / Place Knowledge</b></p> <p><b>The UK</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK</p> <p>Know the main</p>	<p><b>Chronology</b></p> <p>Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers'</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to</p>	<p><b>Human and Physical Geography</b></p> <p><b>Weather</b></p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Know which is the hottest and coldest season in the UK Know and recognise main weather symbols</p>	<p><b>Lives of Significant People</b></p> <p>Name a famous person from the past and explain why they are famous</p> <p>Know about a famous person from outside the UK and explain why they are famous</p>	<p><b>Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes Use simple compass directions</p> <p>Use aerial photos, construct simple maps Undertake simple fieldwork within school locality</p> <p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know which is North, East, South and West on a compass</p>	<p><b>Local History</b></p> <p>Know how the local area is different to the way it used to be a long time ago</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p>

	<p>differences between a place in England and that of a small place in a non-European country</p> <p>Know the names of and locate the seven continents of the world</p> <p>Know the names of and locate the five oceans of the world</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	<p>advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor</p>			<p>Know their address, including postcode</p> <p>Know and use the terminologies: left and right; below, next to</p>	
Art	<p>Chuck Close</p> <p>Line, Shape, Tone</p>	<p>Jackson Pollock/ Mark Rothko</p> <p>Colour</p>	<p>William Morris</p> <p>Pattern</p>	<p>Hannah Hoch/ John Stezaker</p> <p>Shape, Space</p>	<p>Antoni Gaudi</p> <p>Form, Shape, Colour</p>	<p>Gunta Stolzl</p> <p>Shape, Pattern, Colour</p>
RE	<p>Christianity</p> <p>Who is a Christian and what do they believe?</p> <p>If God is everywhere, why go to a place of worship?</p>	<p>Christianity</p> <p>Christmas</p> <p>What can we learn about sacred books?</p> <p>Why is the Bible so important for Christians today?</p>	<p>Islam</p> <p>Who is a Muslim and what do they believe?</p> <p>What does it mean to be a Muslim in Britain?</p>	<p>Islam</p> <p>Celebrations - Eid and Ramadan</p> <p>What does it mean to belong to a faith community?</p> <p>How should we care about others in the world and why does it matter?</p>	<p>Buddhism</p> <p>Buddha Purnima-Festival</p> <p>How and why do we celebrate special and sacred times?</p> <p>Why are festivals important to religious communities?</p>	<p>Sikhism</p> <p>Places of worship - Gurdwara</p> <p>What makes some places sacred?</p> <p>Why do people pray?</p>

P.E.	<p>Multiskills</p> <p>Bikes and scooters</p>	<p>Gymnastics</p> <p>Balance, movement, jumping Big ball games (football, basketball)</p>	<p>Multiskills</p> <p>Small ball games (cricket, hockey, rounders)</p>	<p>Dance</p> <p>Bikes and scooters</p>	<p>Multiskills</p> <p>Orienteering 1 and 2 and teamwork</p>	<p>Athletics</p> <p>Athletics (Sports Day)</p>
Computing	<p><b>Online Searchers and Surfers</b></p> <p>Pupils will learn about what the Internet is, how the Internet works and the three different types of connections that can be used. They will explore web browsers and search engines, learning how to detect if a web page can be trusted whilst also ensuring that they know how to stay safe online.</p> <p>Pupils will learn how to copy and paste images from the web.</p>	<p><b>Presentation Skills</b></p> <p>Pupils will develop their use of presentation software including: setting the theme, slide transitions, animating objects onto the slide, creating hyperlinks in the action settings and adding audio and video.</p>	<p><b>Word Processing</b></p> <p>Pupils will develop word processing skills including manipulating text appearance, learning basic word processing controls and shortcuts, formatting images and taking screenshots from other applications</p>	<p><b>Online Safety</b></p> <p>Pupils will recognise cyberbullying, and how to respond to cyberbullying, identify what a targeted advert is, create a safe password and discuss email as a form of communication, whilst remaining aware of the dangers this may cause.</p>	<p><b>Logo and Scratch</b></p> <p>Pupils will develop will develop their coding skills by learning about loops. Children will use visual coding blocks within the online programming platform, Scratch, to write algorithms. As they write algorithms in Scratch, pupils will have the opportunity to test their code and debug as required.</p>	<p><b>Using and Applying Skills</b></p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

Cooking	<p>Use cooking equipment safely</p> <p>Be both hygienic and safe in the kitchen</p> <p>Weigh ingredients to use in a recipe</p>	<p>Describe the ingredients used when making a dish or cake</p> <p>Identify ingredients from different food groups.</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Explain how food ingredients should be stored and give reasons</p> <p>Understand the difference between a savoury and sweet dish</p>	<p>Work within a budget to create a meal</p>
Proposed Trips, Visits, Authentic Outcomes	<p>Local artist visit. Pupils to produce and present all work in the KS3 gallery - parental engagement.</p>	<p>Making food - restaurant visit (Pizza Express Kitchen)</p>	<p>Fantasy and animation cinema trip</p>	<p>Who is trustworthy - police visit</p>	<p>Orienteering and map reading in the local area.</p>	<p>Trip to the Gurdwara</p>