

KS3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Respect	<i>Trust</i>	<i>Honesty</i>	<i>Positivity</i>	<i>Kindness</i>	<i>Independence</i>
Holistic Curriculum Context for Learning	Where do I belong?	Time to shine	More than meets the eye	Nice to meet you	Lend a helping hand	Planes, trains and automobiles
Whole school Events	KS3 'Aussie' BBQ Art week	Christmas performance	Music week	Book week performances	Family showcase - healthy living.	KS3 celebration picnic Performing arts week
PSED	Self awareness	Managing feelings	The world I live in	Self-care, support and safety	Healthy lifestyle	Changing and growing
Communication and Language	<p>Listen to and answer questions. Convey key points in a discussion. Retell events and discuss what interests them. Take turns in conversation, listening to others and answer simple questions relating to the discussion. Convey meaning to less familiar listeners in small group situations. Begin to predict. Add relevant detail in discussion. Maintain attention and listen to the speaker in a wider range of settings such as in the hall, in the classroom and in the outdoor area. Make deliberate eye contact to get the listener's attention in a 1-1 situation.</p>					
Literacy	<p>Recounting informally</p> <p>Exploring traditional tales and sequencing events</p> <p>Writing competitions will be participated in throughout the year</p> <p>Trips to the local library will take place at least termly (where possible)</p>	<p>Recounting formally</p> <p>Writing facts (creating fact files) and retrieving information.</p>	<p>Using rhymes and simple repeating patterns.</p> <p>Writing for various purposes</p>	<p>Writing recounts</p> <p>Exploring typical story structures and language</p>	<p>Writing to inform</p> <p>Generating and responding to questions</p>	<p>Writing simple instructions</p> <p>Exploring instructions in the world around me</p>

Suggested texts you may wish to engage with at home		Poetry Text: Nursery rhymes	Poetry Text: Stickman (Rhyming text)	Poetry Text: Dinosaurs in my school (Rhyming text), Aliens love underpants (Rhyming text)	Poetry Text: The Gruffalo (Rhyming Text)	Poetry Text: The Booktime Book of Fantastic First Poems (Or similar)	Poetry Text: Various caterpillar/butterfly rhymes
		Fiction Text: Traditional Tales (Genre: Traditional tale)	Fiction Text: Mouse House (Genre: Fantasy)	Fiction Text: There is a dragon in your book (Genre: Fantasy)	Fiction Text: The way back home (Genre: Journey Tale)	Fiction Text: Jack and the Beanstalk (Genre: Fantasy/Change story)	Fiction Text: Peepo (Genre: Change story)
		Non-Fiction Text: Various texts about pigs and bears	Non-Fiction Text: Various texts about Autumn & Mice	Non-Fiction Text: Various texts about dinosaurs, space and planets	Non-Fiction Text: Various texts about woodland animals, habitat and nocturnal creatures. Texts about life cycles of a frog.	Non-Fiction Text: Various texts about plants and growth.	Non-Fiction Text: Texts about the life cycle of a butterfly
Maths and Problem Solving		Counting, number and place value	Counting, number and place value	Addition and subtraction	Addition and subtraction	Multiplication and division	Multiplication and division
		Learning will incorporate a cross-curricular, play-based and practical approach including: -Money, -Time -Shape, space and measure.	Learning will incorporate a cross-curricular, play-based and practical approach including: -Money, -Time -Shape, space and measure.	Learning will incorporate a cross-curricular, play-based and practical approach including: -Money, -Time -Shape, space and measure.	Learning will incorporate a cross-curricular, play-based and practical approach including: -Money, -Time -Shape, space and measure.	Learning will incorporate a cross-curricular, play-based and practical approach including: -Money, -Time -Shape, space and measure.	Learning will incorporate a cross-curricular, play-based and practical approach including: -Money, -Time -Shape, space and measure.
			Shape		Shape		Shape
U n d e r s t a n d	People, culture and communities	Locational / Place Knowledge	Chronology	Human and Physical Geography	Chronology	Skills and Fieldwork	Local history
		Where do I live?	Who were the Egyptians?	Where do different people live in England?	Who were the Romans?	How can I explore the world?	How has my local area changed?
		Christianity	Christianity	Islam	Islam	Judaism	Judaism
		What is a Christian?	Why do Christians celebrate Christmas?	What is a Muslim?	What is an Islamic celebration?	What is a Jew?	What is a Jewish celebration?

i n g t h e W o r l d	The Natural World	Everyday materials What are things made from?	Animals (including humans) Did you know a human was an animal?	Seasonal Change How do I know what season it is?	Plants How do plants grow?	Electricity What is electricity and how do I use it every day?	All Living things and their habitats What lives in the nature garden?
	Technology E-Safety will be included in all aspects of learning.	Information Technology I can use a keyboard, mouse, touchscreen or touch pad to control what happens on screen. I can type my name on a computer.	Digital literacy I can control a keyboard, mouse, touchscreen or touch pad to create art. I can design a Christmas card using a computer.	Computer science I can follow single instructions to operate a simple device e.g. forwards, backwards I can program a character to move forwards or backwards using a computer.	Digital Literacy I can make a choice on screen to select a program to open. I can use a word processor to publish my work.	Information Technology I can use technology to create pictures, videos and audio clips. I can select images I like, change the size and print.	Computer Science I can create a character on the computer including movements and sound effects I can create a background for my character using a coding program.
Expressive Arts and Design	Painting I can use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. I can use and explore different types of paint Artist focus: Michael Nelson Jagamara	Printing I can use printing to create both individual images and repeat patterns. I can use simple motif printing to create a Christmas print. Artist focus: Leonardo Da Vinci	Drawing I can draw in 2D and begin to explore drawing in 3D. I can shade with graphite, chalks, and charcoal to show light and shade. Artist focus: Paul Cezanne	Collage I can use collage by exploring a range of resources and materials. I can make my own choices when creating my unique artwork. Artist focus: Orla Kiely	Sculpture I can design and make forms in 3D, using card, wire, paper, paper mâché, found objects, clay or modelling materials. I can work safely and sensibly, persevering when the work is challenging. Artist focus: Frida Kahlo	Textiles I can develop my skills in embroidery, sewing, knitting, felt, weaving and threading. I can design and create an embroidered item. Artist focus: Claus Oldenburg	

<p>Music</p>	<p>Music for emotions</p> <p>I can link music to the Zones of Regulation.</p>	<p>Christmas Performance</p> <p>I can learn, rehearse and perform a song to an audience.</p>	<p>Music Week</p> <p>I can identify music families and create my own instrument.</p>	<p>Exploring different instruments</p> <p>I can compare sounds, volume and pitch.</p>	<p>Music Lab</p> <p>I can produce a piece of music using an online program.</p>	<p>End of year performance</p> <p>I can learn and perform a piece using an instrument</p>
<p>Physical Development</p>	<p>Fundamental motor skills</p> <p>I am learning skills including:</p> <ul style="list-style-type: none"> -Running -Jumping -Throwing -Catching -Co-ordinating body movement 	<p>Body movement and dance</p> <p>I am learning skills including:</p> <ul style="list-style-type: none"> -Choreographing movements -Using counts with music -Increasing control when moving from one balance to another -Using flexibility to improve the quality of the actions -Transitioning from one action to another 	<p>Trampolining/ Rebound Therapy</p> <p>I am learning skills including:</p> <ul style="list-style-type: none"> -Working towards completing a seat drop, a straddle jump, a pike jump, a full twist, a backdrop, a front drop and swivel hips. -Understanding why spotting is needed -Turn taking -Always bouncing in the middle of the trampoline 	<p>Social and Emotional</p> <p>I am learning skills including:</p> <ul style="list-style-type: none"> -Sharing ideas with others to decide on the best approach to a task -Leading others and showing consideration of including all within a group -Persevering -Playing games with scoring -Trying new things 	<p>Games</p> <p>I am learning skills including:</p> <ul style="list-style-type: none"> -Dribbling a ball using both feet -Controlling a ball with both hands -Catching with two or one hand -Understanding who to pass a ball to in a team game -Striking a ball with a body part, bat or racket. -Finding space 	<p>Outdoor Adventures</p> <p>I am learning skills including:</p> <ul style="list-style-type: none"> -Using communication skills -Beginning to lead others -Plan and apply strategies with others to more complex challenges -Orienteering using a map or instructions. -Riding a bike or scooter