

KS3 Explorer 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 questions relating to the discussion. Convey meaning, with relevant detail, to less familiar listeners in small group situations. Begin to predict and give reasons. Add relevant detail in discussion.</p> <p>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. Communicate appropriately within the wider community.</p>					
Literacy	Non-fiction	Narrative	Non-fiction and narrative	Narrative	Non-fiction	Non-fiction and narrative
<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>	<ul style="list-style-type: none"> -Chronological report writing -Interview techniques -Debate & discussion -Poetry writing 1 -Edit and improve 	<ul style="list-style-type: none"> -Descriptive writing -Narrative writing -Book review -Performance -Edit and improve 	<ul style="list-style-type: none"> -Biography -Fantasy stories -Myths and legends -Poetry writing 2 -Edit and improve 	<ul style="list-style-type: none"> -Traditional tales -Playscripts -Performance -Book review -Edit improve 	<ul style="list-style-type: none"> -Explanation texts -Non-chronological report writing -Writing to inform -Persuasive writing -Edit and improve 	<ul style="list-style-type: none"> -Instructional writing -Fables -Poetry writing 3 -Performance -Edit and improve

Suggested texts for you to explore at home	<p>'The nothing to see here hotel' by Steven Butler and Steven Lenton</p> <p>'The miraculous journey of Edward Tulane' by Kate DiCamillo</p> <p>'The fox who stole the moon' by N.G.K</p> <p>'My name is not Refugee' by Kate Milner</p>	<p>'The firework maker's daughter' by Phillip Pullman</p> <p>'The queen's token' by Pamela Oldfield'</p> <p>'One Christmas wish' by Katherine Rundell</p> <p>'The dot' by Peter H. Reynolds</p> <p>'Ocean meets sky' by the Fan Brothers</p>	<p>'Free Lance and the lake of skulls' by Paul</p> <p>'The boy who biked the world' by Alistair Humphreys Part 3</p> <p>'Crazy Hair' by Neil Gaiman</p> <p>'Stone Age Boy' by Satoshi Kitamura</p>	<p>'Hello lighthouse' by Sophie Blackall</p> <p>'Jim and the beanstalk' by Raymond Briggs</p> <p>'The night bus hero' by Onjali Q. Rauf</p> <p>'Matilda' by Roald Dahl</p>	<p>'Arthur and the golden rope' by Joe Todd-Stanton</p> <p>'How to be a Viking' by Cressida Cowell</p> <p>'Who let the gods out' by Maz Evans</p> <p>'Varjak Paw' by SF Said</p>	<p>'Elephant' by Petr Horacek</p> <p>'The pebble in my pocket' by Meredith Hooper</p> <p>'George's marvellous medicine' by Roald Dahl</p> <p>'The boy who biked the world' by Alistair Humphreys Part One</p>
Maths and Problem Solving	<p>Number and place value</p> <p>Learning will incorporate a functional and practical approach including:</p> <ul style="list-style-type: none"> -Money -Shape, space and measure - Time - Fractions and data handling. 	<p>Number and place value</p> <p>Learning will incorporate a functional and practical approach including:</p> <ul style="list-style-type: none"> -Money -Shape, space and measure - Time - Fractions and data handling. <p>Shape</p>	<p>Number Addition and subtraction</p> <p>Learning will incorporate a functional and practical approach including:</p> <ul style="list-style-type: none"> -Money -Shape, space and measure - Time - Fractions and data handling. 	<p>Number Addition and subtraction</p> <p>Learning will incorporate a functional and practical approach including:</p> <ul style="list-style-type: none"> -Money -Shape, space and measure - Time - Fractions and data handling. <p>Shape</p>	<p>Number Multiplication and division</p> <p>Learning will incorporate a functional and practical approach including:</p> <ul style="list-style-type: none"> -Money -Shape, space and measure - Time - Fractions and data handling. 	<p>Number Multiplication and division</p> <p>Learning will incorporate a functional and practical approach including:</p> <ul style="list-style-type: none"> -Money -Shape, space and measure - Time - Fractions and data handling. <p>Shape</p>
Understanding the World	<p>S</p> <p>Everyday materials</p> <p>What are the properties of different materials?</p> <p>c</p> <p>How can I compare and group different</p>	<p>Animals (including humans)</p> <p>What makes for a nutritious and balanced diet?</p> <p>How do the digestive</p>	<p>Seasonal Change / Rocks</p> <p>How can I compare and group rocks based on their physical properties?</p>	<p>Plants</p> <p>How do seeds and bulbs grow into plants?</p> <p>What does a plant need to grow well?</p>	<p>Electricity</p> <p>What are some main appliances that require electricity to function?</p> <p>What are the</p>	<p>All Living things and their habitats</p> <p>What are classification keys and how can I use them to group, identify and name</p>

	<p>materials?</p> <p>Why might a material be used for a specific job?</p> <p>Can properties of materials be changed?</p>	<p>and skeletal systems of animals and humans work?</p> <p>What are food chains and what is their importance?</p>	<p>How is soil made and how are fossils formed?</p> <p>How can I explain the difference between sedimentary, metamorphic and igneous rock?</p>	<p>What role do plants play in food chains?</p> <p>Why do different plants grow in different parts of the world?</p>	<p>components of a series circuit</p> <p>How can I predict if a lamp in a bulb will light up?</p> <p>What is the difference between a conductor and an insulator?</p>	<p>living things?</p> <p>How can changes to an environment endanger living things?</p> <p>How can I group materials based on their state of matter (solid, liquid, gas)?</p>
H u m a n i t i e s	<p>Locational / Place Knowledge</p> <p>What are the world's continents and oceans?</p> <p>How can I research different natural wonders around the world?</p> <p>What can I find out about different countries and capital cities around the world?</p>	<p>Chronology</p> <p>What were some of the advanced societies that were in the world around 3000 years ago?</p> <p>What were the key features of either ancient Egypt or the Shang Dynasty?</p> <p>How is our life today different from theirs?</p>	<p>Human and Physical Geography</p> <p>What are the properties of natural features such as a beach, a forest or a river?</p> <p>Why are industrial areas and ports important?</p> <p>What are the main human and physical differences between developed and third world countries?</p>	<p>Chronology</p> <p>How has Britain changed between the end of the Roman occupation and 1066?</p> <p>How did the Anglo-Saxons shape Britain?</p> <p>What major developments have occurred since?</p>	<p>Skills and Fieldwork</p> <p>How do maps work and how do I use them?</p> <p>What are the compass points and why are they important?</p> <p>What tools can I use to help me plan a journey within the UK?</p> <p>What are some of the major lines on the world map, e.g. equator, tropics of cancer?</p>	<p>Local history</p> <p>What period of history has strong connections to my locality and what was life during this period like?</p> <p>How were the lives of wealthy people different from the lives of poorer people during this time?</p>
R E	<p>Christianity</p> <p>What are the core Christian values and beliefs?</p> <p>How and where do Christians worship?</p>	<p>Christianity</p> <p>What are important Christian festivals?</p> <p>How do Christians celebrate these around the world?</p>	<p>Islam</p> <p>What are the core Muslim values and beliefs?</p> <p>How and where do Muslims worship and celebrate?</p>	<p>Hinduism</p> <p>What are the core Hindu values and beliefs?</p> <p>How and where do Hindus worship and celebrate?</p>	<p>Judaism</p> <p>What are the core Jewish values and beliefs?</p> <p>How and where do Jews worship and celebrate?</p>	<p>The Ethical Question?</p> <p>What makes us unique?</p> <p>Why are we here?</p>

	C o m p u t i n g	Online Safety How do I stay safe online? What are potential consequences of not being safe online?	Drawing and desktop publishing What digital content can I produce using a device? How can I combine skills to improve my work?	Word processing What skills and tools do I need to be digitally literate? What helps me develop these skills?	Presentation skills What are the advantages of presenting information digitally? How can I present information using a range of digital media?	Coding What is an algorithm? What do I need to know in order to create my own piece of code?	Creative digital media How can I use electronic devices to be creative? What are the benefits and limitations of using such devices?
Expressive Arts and Design		Painting I can use paint and drawing equipment with increased sensitivity & control. I can draw lines, shapes and forms neatly. I can blend tones from light to dark smoothly. Artist focus: Michael Nelson Jagamara	Printing I can use printing to create both individual images and repeat patterns. I can use increasingly detailed motifs for printing to make a product. 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. I can evaluate my work. 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. I can give reasons for my choices. Artist focus: Orla Kiely	Sculpture I can design and make forms in 3D modelling using a wide range of 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
Music		Music for emotions I can link music to the Zones of Regulation.	Christmas Performance I can learn, rehearse and perform a song to an audience.	Music Week I can identify music families and create my own instrument.	Exploring different instruments I can compare sounds, volume and pitch.	Music Lab I can produce a piece of music using an online program.	End of year performance I can learn and perform a piece using an instrument

Physical Development	Fundamental motor skills I am developing skills including: -Running -Jumping -Throwing -Catching -Co-ordinating body movement	Body movement and dance I am developing skills including: -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	Trampolining/ Rebound Therapy I am developing skills including: -Working towards completing a seat drop, a straddle jump, a pike jump, a full twist, a back drop, a front drop and swivel hips. -Understanding why spotting is needed -Turn taking -Always bouncing in the middle of the trampoline	Social and Emotional I am developing skills including: -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	Games I am developing skills including: -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	Outdoor Adventures I am developing skills including: -Using communication skills -Leading others -Planning and applying strategies with others to more complex challenges -Orienteering using a map or instructions. -Riding a bike or scooter
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