

7E Autumn Term Curriculum Overview

This term students will be studying the following topics in their KS3 curriculum.

Subject	Topic
Literacy	<p><u>Non-fiction</u></p> <p>Through this unit pupils will attempt to read from a range of books, power points, Interactive White Board (IWB) books and group books. Students will be able to take the information in the book and use it to help them create their own posters, leaflets and books aiding understanding of the purpose of books both for reading and writing for pleasure and information.</p> <p><u>Shakespeare</u></p> <p>Through this unit pupils will attempt to build on the use of setting and sequencing of narrative events leading to a resolution.</p> <p>All pupils will attempt to retell The Tempest organised in a clear sequence of events, and including choice vocabulary to enhance description and dialogue to show relationship between characters.</p>
Numeracy	<p>These units form part of a rolling programme of mathematics for students at Highshore. The curriculum revisits topics and skills on a regular basis throughout Key Stage 3. Through the activities pupils will attempt to understand and use words relating to:</p> <p>Number – number and place value, methods of calculations and fractions.</p> <p>Geometry – Properties of shape, position and direction.</p> <p>Statistics</p> <p>Students should be encouraged to use maths in a real life context.</p>
ICT	<p>First half –term: Students will learn about computer coding using Espresso Coding to produce their own games and applications. They will also have the chance to use the Light-bot application on I pads.</p> <p>Second half-term: Students will learn about E-safety and produce Calendars using Microsoft Publisher.</p>
Science	<p>Students will be learning about different kinds of living things and how they adapt in their environment. Students will also</p>

	learn about plants and why they are so important for our lives and wellbeing.
Humanities	All year 7's are revising the continents and the countries of the UK. After half term Year 7's will begin a year, long topic on France. Festivals and celebrations are the theme for Autumn term.
Food Tech	Students will spend the first five or six lessons learning the all-important rules for keeping safe in the kitchen, and how to manage accidents should they happen. During this time we will also be looking at hygiene: the importance of cleanliness in the kitchen. We will then start with some of the most basic skills of food preparation: spreading, grating and chopping food.
PSHE	<ul style="list-style-type: none"> • Students will be learning what the PSHE stands for. • Students will be learning and agreeing to class and school rules • All about me – students will be developing self-awareness. <p>What am I good at? What do I need help with? What are my needs? What are parts of my body? What do I need them for?</p> <ul style="list-style-type: none"> • Belonging to a family- student will be learning about different relationships between people within and outside their families
Art	Looking at how animals are portrayed in art. Exploring the illustrator Eric Carle animal story books. Creating line drawings and mark making. Experimenting with patterns, textures and colours. Colour theory.
Drama	Introduce students to Drama at Highshore. Warm up games and activities, keywords and basic skills exercises
Music	' OURSELVES ' –introducing the musical elements through Songs & stories with familiar themes
PE	<p><u>Invasion Games</u></p> <p>In this unit pupils are introduced to the skills needed to play a simple game of football. For pupils already familiar with techniques associated with the game they consolidate their knowledge and skills.</p> <p><u>Rebound Therapy</u></p> <p>In this unit pupils use the trampoline for therapeutic exercise, while attempting to replicate and improve individual techniques. With steady progression pupils work to build confidence and self-esteem.</p>

	<p><u>Swimming</u> Once a week students develop competence and confidence through accessing an allocated swimming slot at one of our local leisure centres.</p>
LEGO Therapy	<p>The pupils will acquire the basic skills needed to make the most out of a LEGO-based intervention. In order to prepare the pupils for collaborative building they need to develop basic motor and cognitive skills such as:</p> <ul style="list-style-type: none">To sort similar LEGO pieces by shape, colour and size.- To find specific pieces that match a picture of that piece- To identify and label pieces using verbal descriptions of colour, shape and function (brick, hinge, ladder, window, door, tool, floor plate, roof, shingle...)- To combine pieces- To follow simple visual instructions.