

## 7S Autumn Term Curriculum Overview

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

<b>Subject</b>	<b>Topic</b>
Literacy	Reading, writing and grammar: <ul style="list-style-type: none"> <li>• 'Myself'- friends and family.</li> <li>• Reading scheme and work related to their reading books.</li> <li>• Topic 'Owl Babies' by Marin Waddell.</li> <li>• Diary, once a week.</li> <li>• Handwriting, daily.</li> <li>• Phonics.</li> <li>• Word order and basic sentence structure.</li> </ul>
Numeracy	Number: <ul style="list-style-type: none"> <li>• Counting forward and back – 5, 10 and 20. Recognising numbers to 20. Forming numbers to 20. Addition and subtraction to 20 and beyond.</li> <li>• 2D Shape. To recognise and name all 2D shape and their properties. Students that know their 2D shape will move onto 3D</li> </ul>
ICT	First half –term: Students will learn about computer coding using Espresso Coding to produce their own games and applications.  Second half-term: Students will learn about E-safety and produce Calendars using Microsoft Publisher.
Science	Students will be learning about different kinds of living things and how they adapt in their environment. Students will also 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 until Christmas.
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"> <li>• Students will be learning what the PSHE stands for.</li> <li>• Students will be learning and agreeing to class and school rules</li> <li>• All about me – students will be developing self-awareness.</li> </ul>

	<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> <p>Belonging to a family- student will be learning about different relationships between people within and outside their families</p>
Art	<p>Looking at how animals are portrayed in art. Exploring the illustrator Eric Carle animal story book. Experimenting with patterns, textures and colours. Colour theory.</p>
Drama	<p>Introduce students to Drama at Highshore. Warm up games and activities, keywords and basic skills exercises.</p>
Music	<p><b>'OURSELVES'</b> –introducing the musical elements through Songs &amp; stories with familiar themes</p>
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></p> <p>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"> <li>To sort similar LEGO pieces by shape, colour and size.</li> <li>- To find specific pieces that match a picture of that piece</li> <li>- To identify and label pieces using verbal descriptions of colour, shape and function (brick, hinge, ladder, window, door, tool, floor plate, roof, shingle...)</li> <li>- To combine pieces</li> <li>- To follow simple visual instructions.</li> </ul>