

8 Autumn Term Curriculum Overview

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

Subject	Topic
Literacy	<p><u>This term students will be developing Literacy skills in five individual sessions per week:</u></p> <ul style="list-style-type: none"> •Spelling and phonic skills •Listening and total comprehension •Sentence building and completion •Grammar and punctuation •Reading •Writing and handwriting <p>As a whole class students will read fiction and non-fiction stories, improving their total comprehension skills, listening, story retelling and sentence building skills.</p> <p>The book being studied this term: -“Charlie and chocolate factory” by Roald Dahl</p>
Numeracy	<p><u>Numbers and the number system –</u></p> <ul style="list-style-type: none"> • Reinforcement of recognising, counting reading and writing numbers as letters and numbers • Properties of numbers (Place Value) • Numbers sequencing, ordering, • Understanding and applying simple addition and subtraction (number bonds to 10 and 20) • Odd and even numbers <p><u>Shape Space and measure</u></p> <ul style="list-style-type: none"> • Time • Length
ICT	<p>First half –term: Students will move their learning on and expand on their knowledge of computer coding using Espresso Coding to produce their own games and applications.</p> <p>Second half-term: Students will continue to learn about E-safety and produce Calendars using Microsoft Publisher.</p>
Science	<p>This term students will be learning about living things and the environment. They will also learn about the human body and health. They will learn about personal hygiene, healthy eating and how lifestyle issues like smoking, drugs and alcohol affect our health.</p>
Humanities	<p>All year 8’s are revising the continents and countries of the UK, in detail. After half term all year 8’s will begin a year, long study of Spain. Starting with the topic of ‘Festivals and Celebrations’.</p>

Food Tech	This term, students will be investigating where food comes from: Learning that all food comes from animals and plants. We will be looking at the different parts of plants, sorting which foods come from which parts of a plant, and preparing food from each part of a plant. We will then look at foods from animals: alive and dead: making butter, cheese, yoghurt; looking at the way eggs can be used in cooking, and cooking with meat.
Craft	Puppet making based upon the book 'Charlie and the chocolate Factory' being studied by year 8s in literacy sessions (1 session per week)
PSHE	PSHE what does it stand for? All about me – Students will be getting familiar with new class/teacher expectations, new beginning, what has changed Making choices – Students will be learning and agreeing to new class/school rules, Students will be finding out and discussing their likes and dislikes. Students will be learning about rights and wrongs and consequences of wrongdoing.
Art	We will work on the theme of Dinosaurs, then Mexican Day of The Dead to produce two animated sequences using 2d and 3d animation techniques and exploring the concepts of movement in Art, Subject and Background.
Drama	Using sound, light and music in Drama. Students to use the lights to enhance performances that will be also inspired by music and sounds – eg underwater , space, spooky places, hot or cold places, storms etc.
Music	Exploring Rhythm & Pulse- building compositions with rhythmic ideas.
PE	<u>Invasion Games</u> 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. <u>Rebound Therapy</u> 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. <u>Swimming</u> Once a week students develop competence and confidence through accessing an allocated swimming slot at one of our local leisure centres.
LEGO Therapy	The students will acquire the basic skills needed to make the most out of a LEGO-based intervention. In order to prepare the students for

	<p>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
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