

Garnet Autumn Term Curriculum Overview

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

Subject	Topic
Literacy	<p><u>Literary books: Rumble in the Jungle by Giles Andreae & David Wojtowycz</u> <u>A B C Animal Rhymes For You and Me by Giles Andreae & David Wojtowycz</u> Variety of pre-reading activities to consolidate prior learning and develop reading skills</p>
Numeracy	<p><u>Number: Number and place Value</u> Addition/ subtraction (higher levels) Multiplication (higher levels) <u>Measurement (weight/capacity/ length)</u> <u>Using and Applying: sorting/ categorizing / patterning</u></p>
ICT	<p>First half –term: Students will secure their knowledge of computer coding using Espresso Coding to produce their own games and applications. They will also have the opportunity to use the Help Kidz Learn application on I pads.</p> <p>Second half-term: Students will learn about E-safety and produce Calendars using Microsoft Publisher.</p>
Science	<p>This term students will learn about healthy living. The study healthy eating and personal hygiene. They will learn about balanced diet and the benefits of eating fruits and vegetables. In terms of personal hygiene they will learn about how to look after themselves and ways of preventing infections and staying fit and healthy.</p>
Humanities	<p>This term Garnet will be looking at, 'The local Environment', around the area of the school. We will be investigating scenery, what is in our area, transport, places of work and leisure. What is liked and disliked through a number of different surveys and interviews with local residents. We will go on many trips around the school to record our findings and turn into readable data graphs. Map work will also be included in this topic.</p>
Food Tech	<p>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.</p>
Craft	<p>Students will develop fine motor and design skills through 2 different projects this term This is me – creating a jointed paper puppet, designing a personal coat of arms & a decorated photo frame.</p>

	Celebrations- Using moving mechanisms to create cards for different occasions, modelling & painting decorations with salt dough.
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. 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>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 books. Creating line drawings and mark making. Mixed media, collage.</p> <p>Fine motor skills. Cutting skills.</p> <p>Experimenting with shapes, patterns, textures and colours.</p> <p>Colour theory.</p>
Drama	Team work and communication. Students to do warm ups and activities to develop communication skills and working together.
Music	Descriptive music- exploring ways of using music to describe animal characteristics-‘Carnival of the Animals’
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>Students will acquire the basic skills needed to make the most out of a LEGO-based intervention. In order to prepare the students 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

	<ul style="list-style-type: none">- 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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