

## 7S Summer Term Curriculum Overview

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

<b>Subject</b>	<b>Topic</b>
Literacy	Every morning and fifteen minutes after lunch the students do literacy based activities, to extend their reading using a range of reading schemes. To increase their phonic knowledge and skills. Handwriting practice daily, shared reading and role play. This terms topic is 'Matilda' by Roald Dahl.
Numeracy	We will continue to do number recognition and bonds from 10 to 20. The first half of the term students be learning all about money, solving real life problems and recognising and naming all the coins and notes that we use. The second half of the term students will focus on time, hours, minutes and second's. Learning to read timetables, produce tally charts and block graphs.
ICT	First half-term: Students will learn to combine start up and input events to create more advanced apps and programs. They learn to give precise instructions.  Second half-term: Students will learn programme a floor robot to reach a desired destination.
Science	<i>This term Year 7 students will be learning about LIGHT and SOUND and will study the following topics:</i> <ul style="list-style-type: none"> <li>• Natural and artificial sources of light.</li> <li>• Nature and properties of light and how we see things- the role of the eye and the brain.</li> <li>• Reflection of light and how periscopes work.</li> <li>• Diffraction of light &amp; the colours of the rainbow.</li> <li>• Uses of light -mirrors and their use in road safety</li> <li>• Light and seasonal climate, the changes in seasonal daylight and climate.</li> <li>• The nature sound and how we hear- the role of the ear, and problems of noise pollution.</li> </ul>
Humanities	Holidays and tourism: This term all year 7 students will focus on holidays, leisure and tourism. They will learn what tourism is about and why people travel to France. What does each country get from 'Tourists?' Is tourism good or bad? The students will also plan and book a holiday to France, looking at travel, places to stay, activities and places of interest.
Food Tech	<u>Students in year seven are continuing their introduction to food skills at the beginning of this term, separating eggs.</u>

	<p><u>mashing, and making soup. After that they will begin designing and evaluation of food, and there will be more of an emphasis on their own tastes, as well as food describing words. Nutrition becomes more important to their learning as well.</u></p>
PSHE	<p>This term pupils will continue developing their self –confidence, understanding their responsibilities and making the most of their abilities by learning new life skills.</p> <ul style="list-style-type: none"> <li>• Students will be continuing on developing the knowledge of personal hygiene, healthy diet, staying fit, growing and changing and issues related to puberty.</li> <li>• Students will talk and discuss different members of family and their role in life; role of friends and their qualities.</li> </ul>
Art	<p><b>Japanese Art</b> - Exploring all aspects of Japanese art and culture.</p> <p>Sensory experiences with music, food and drink, using chopsticks and trying herbal teas.</p> <p>Looking at calligraphy, brush work with names and words in Japanese.</p> <p>Experimenting with patterns, shapes, colours and textures</p> <p>Using printing blocks to recreate fabric patterns and designs</p> <p>Using Modelling skills to create food based sculpture</p>
Drama	<p>Dance and movement. Students will explore how to use dance and movement in paired and group work. They will devise and perform short pieces to the class. They may use live drums, and music or songs from the internet to work with.</p>
Music	<p>RHYTHM, PULSE, METRE &amp; LAYERING. Pupils will explore rhythmic ideas to create pieces using the pentatonic [5 note]scale whilst developing awareness of song structure through chorus/verse patterns.</p>
PE	<p><u>Cricket</u> In this unit pupils are introduced to the skills needed to play a simple game of cricket. For pupils already familiar with techniques associated with the game they consolidate their knowledge and skills.</p> <p><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.</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>Pupils will move on to the next step in cooperative building. They will work in groups of 3 students. Cooperative Lego Building involves 3 different roles within each group:</p> <ul style="list-style-type: none"><li>- Builder</li><li>- Supplier</li><li>- Engineer</li></ul> <p>The teams work together to assemble a Lego model with and an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking (switching roles during the task).</p>