

Garnet Summer Term Curriculum Overview 2015/16

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

Subject	Topic
Literacy	<p><u>Literacy books:</u> Lighthouse Keeper's Lunch Ronda and David Armitage Variety of pre-reading activities to consolidate prior learning and develop reading skills</p>
Numeracy	<p><u>Number:</u> Number and place Value Addition/ subtraction (higher levels) Multiplication (higher levels) <u>Measurement</u> (weight/capacity/ length) <u>Using and Applying:</u> sorting/ categorizing / patterning</p>
ICT	<p>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.</p> <p>Second half-term: Students will build on work done last year about programming floor robots and on screen robots.</p>
Science	<p>This term Garnet students will be learning FORCES and the following topics:</p> <ul style="list-style-type: none"> • Nature and types of forces. • Gravitational force and space • Air resistance and streamline shapes • Frictional force and how to reduce friction. • Elasticity forces and their application. • Motion and speed and road safety awareness. • Pressure in solids, liquids and gases.
Humanities	<p>Holidays and Tourism: This term we will look at holidays past and present in England. They will learn what tourism is about and why people go on holiday. What does England get from 'Tourists?' Is tourism good or bad? The students will also plan and book a holiday to somewhere in England, looking at travel, places to stay, activities and places of interest.</p>
Food Tech	<p>Students in garnet class this term are cooking cakes. They will be learning about the basic ingredients of cakes, and how they are made. They will be learning the difference between foods we like and food that our bodies like (healthy food). They will be examining the effect of the main ingredients on our body's long term health, and looking at possible alternatives. They will then be designing and making cakes that are somewhat healthier.</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"> • Students will be continuing on developing the knowledge of personal hygiene, healthy diet, staying fit, growing and changing and issues related to puberty. • Students will talk and discuss different members of family and their role in life; role of friends and their qualities.
Art	<p>Japanese Art - 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>Group work and games. Tasks and warm ups to encourage team work and better awareness of each other. An emphasis on paired work, eye contact, and listening.</p>
Music	<p>Garnet - Exploring the musical element of TEMPO -slow & fast: pupils will explore different styles of dance music and use percussion and tuned instruments to create accompaniments.</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>The 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">- Builder- Supplier- Engineer <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>
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