



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

**CURRICULUM MAP 2017-2018**

**KEY STAGE 3 (C)**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>ENGLISH</b> <b>Key skills to be taught throughout</b> <ul style="list-style-type: none"> <li>• Word reading</li> <li>• Comprehension</li> <li>• Composition</li> <li>• SPaG</li> <li>• Handwriting</li> </ul>	<b>Non-fiction</b> Instructions – Board games Reports Recounts Letters/Emails/Texts	<b>Fiction and poetry</b>  The Secret Garden The dandelion Seed	<b>Key Skills</b>  Explanation Persuasive Discussion Fiction  Skellig The little Prince Mr Stink
<b>MATHS</b>	<b>Number</b> <b>Measure</b> <b>Fractions and decimals</b>	<b>Number</b> <b>Money</b> <b>Shape and pattern</b> <b>Data handling</b>	<b>Number</b> <b>Time</b> <b>Position and Movement</b>
<b>SCIENCE</b> <i>(AT1 throughout)</i>	<b>Light</b>  <b>Sound</b>	<b>Life cycles of plants</b>  <b>Classification of plants</b>	<b>Geology</b>  <b>Impact of man made materials.</b>
<b>Computing</b>	<b>Internet Safety</b>  <b>Green Screens.</b>	<b>Programming -</b> <b>Lego Mind Storms.</b>	<b>Lifeskills</b> Emails, application forms, making phone calls, texting.
<b>Citizenship</b>	<b>Democracy - English system, everyone has the right to vote.</b> <i>(Looking at rules for society/what you can and can't do and why. Student council – how it can help. Rules and law – morality (right/wrong). Ethics Emergency services)</i>	<b>Volunteering and the purpose of voluntary groups.</b>	<b>Playing an active role as citizens</b>  <b>Topical environmental issues</b>
<b>Geography</b>	<b>South America</b> <b>Physical and human</b>	<b>UK</b> <b>Mountains and countryside</b>	<b>Maps skills</b> <i>(TITAN – how to stay safe, appropriate behaviour, who to talk to and why)</i> <b>Compass and fieldwork</b>
<b>History</b>	<b>Art – through the ages.</b>	<b>Bronze to Iron Age</b>	<b>Civil War</b>
<b>MFL</b>	<b>Greetings</b>  <i>All about me, my family and where I live.</i>	<b>Time</b>  <i>Days of the week. Months of the year. Birthdays.</i>	<b>My house</b>  <i>Different rooms in my house. Items in the rooms.</i>

<b>Art and Design</b>	<b>Texture</b> Mask making- paper mache, modroc The Totecs, Aztecs, Frida Kahlo Diego Rivera	<b>Pattern</b> Aboriginal art Rangoli patterns Repeat patterns- paper/computer Printing blocks Escher	<b>Shape with line and form</b> Collage - Line vocab.- thick, thin, straight, wavy etc Picasso, Arthur Rackham, Carl Krull, Cubism, Matisse
<b>Music</b>	<b>Listening and Analysing Topic</b>  <b>Solar System</b> Musical journey through the solar system; composers' inspiration including Claude Debussy, Gustac Holst and George Crumb; compose pieces linked to space.  Singing and Performance: Carol Service  Rhythmic Development Sonata Form Performance as soloist Composing.	<b>Structure and Beat Topic Life Cycles</b>  Music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi; variety of musical moods, styles and genres, singing, performing and composing using new techniques and structures.  Keeping healthy Body-popping, gospel-singing, performance using new musical techniques.  Prima donna – Diva Aria – Song Singspeil – Rap Melisma – Bel Canot Singing and composing  Mozart Jessi J Queen of the night Who are you	<b>Singing and Structure Topic</b>  <b>Journeys</b> Singing in three part harmony; Exploring expressive singing in part songs; Developing song cycles for performance; singing with backing harmony; learning about a song's structure' Developing planning, directing and rehearsal skills  Tempo, melody, structure. Composin and performing.
<b>Design and Technology</b>	<b>Food Technology Soups</b>	<b>Fairgrounds</b>  Design Modelling Circuits. Visit a fair ground	<b>Shelter</b>  Wood work?
<b>PE</b>	<b>Badminton</b>	<b>Gym Sessions</b>	<b>Outdoor and Adventure</b>
<b>RE</b>	<b>2.8 Religion family and community: Worship, celebrate way of living</b>	<b>2.15 Beliefs in the action in the world</b>	<b>2.10 Religion and the individual: What is expected of a person in following a religion or belief?</b>
<b>Sex and Relationship Education.</b>	<b>Friendships and beyond.</b>	<b>Changes that occur in puberty. Appropriate sexual behaviour.</b>	<b>Personal Care.</b>
<b>CAREERS (to be included in other planning)</b>	<b>Strengths and targets</b>	<b>World of work</b>	<b>My options</b>

**Black Bold – topic titles**

**Blue – subject contents and/or aims linked to National Curriculum.**

**Green – suggestions but do not have to be covered. (Please tell English Co-Ordinator if different book titles are chosen to be covered)**

**Purple – Part of the Safeguarding Curriculum**