



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

**CURRICULUM MAP 2018-2019**

**KEY STAGE 3 (A)**

|  | <b>AUTUMN</b>   | <b>SPRING</b>  | <b>SUMMER</b>  |
|--|---|--|--|
| <b>ENGLISH</b><br>Key skills to be taught throughout <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><br>Instructions – Recipes<br>Reports<br>Recounts<br>Letters/Emails/Texts   | <b>Fiction and poetry</b><br>Harry Potter<br>Lion King<br>Jungle Book<br>Holes<br>Dear Green Peace<br>Horrible Histories.<br>The Iron Man. | <b>Key Skills</b><br>Explanation<br>Persuasive<br>Discussion<br>Fiction<br><br>Flour Babies<br>The Borrowers<br>Charlie and chocolate factory. |
| <b>MATHS</b>   | <b>Number</b><br><b>Measure</b><br><b>Fractions and decimals</b>  | <b>Number</b><br><b>Money</b><br><b>Shape and pattern</b><br><b>Data handling</b>  | <b>Number</b><br><b>Time</b><br><b>Position and Movement</b>   |
| <b>SCIENCE</b><br><i>(AT1 throughout)</i>  | <b>Forces</b><br><br><b>Space</b>   | <b>Life cycles of animals</b><br><br><b>Habitats</b>   | <b>Change of state</b><br><br><b>Temperature</b>   |
| <b>Computing</b>   | <b>E-Safety – (Online bullying. Not giving out personal details. Uploading on the internet. Not believing everything you read on the web. Bullying and what to do if you're being bullied. Saying no and telling an adult)</b><br><br><b>Textease</b> | <b>Programming</b><br><b>Lightbot and other iPad coding aps</b>  | <b>Life Skills</b><br>Emails, CVs and applications, phone calls and texts<br>Emails – staying safe sending/receiving emails                    |
| <b>Citizenship</b>   | <b>Democracy - within school.</b>   | <b>Justice system – roles of the police. Link to History.</b>  | <b>Budgets and role of money.</b>  |
| <b>Geography</b>   | <b>Europe</b><br><i>Including physical and geographical features</i>  | <b>UK</b><br><b>Coasts and rivers</b>  | <b>Time zones around the world</b><br><b>Weather systems</b>   |
| <b>History</b>   | <b>Ancient Egypt/Romans</b>   | <b>Crime and Punishment – through the ages</b><br><i>Horrible Histories</i>  | <b>Victorians</b>  |
| <b>MFL</b>   | <b>Greetings</b><br><br><b>All about me, my family and where I live.</b>  | <b>Travel and/or names of places.</b><br><br><b>Language involved when visiting a country. Including asking</b>                            | <b>Describing people.</b>  |

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|  |  | <b>directions, for items in a shop, help and information leaflets.</b>   |  |
| <b>Art and Design</b>                          | <b>Colour</b><br>Colour wheel- (primary, secondary, tertiary), complimentary colours, mixing-hot/cold<br>Warhol. Kandinsky, Mondrian                 | Texture<br>Mixed media, Natural/found objects, adding materials to paint eg sand, bubbles, wash powder, painting with found objects eg twigs, string | Pattern<br>Tiles-geometric, mosaic. Explore Victorians through their art<br>William Morris, John Everett Millais, Pre-Raphaelite |
| <b>Music</b>                                   | <b>Who's Calling African Singing</b><br><br>Call and response<br>Melody<br>Singing ensemble/solo<br>Composing<br><br>Ladysmith Black Mambazo<br>Koko | <b>Let's Go Jamaica Popular Music</b><br><br>Singing and performing<br>Composing.<br><br>Bob Marley<br>Three Little Birds<br>Reggae.                 | <b>Mozart In Mumbai Indian Classical Music</b><br><br>Raga scales, drone, Rhythmic organisation<br><br>Chiranji Lal Tanwar       |
| <b>Design and Technology</b>                   | <b>Food Technology Bread</b>   | <b>Bridges</b>   | <b>Money Containers.</b>   |
| <b>PE</b>                                      | <b>Lacrosse</b>  | <b>Gymnastics</b>  | <b>Tennis</b>  |
| <b>RE</b>                                      | <b>2.13 Teachings, wisdom and authority: what can we learn by reflecting?</b>  | <b>2.3 Worship and sacred places</b>   | <b>2.15 Beliefs in action in the world</b>   |
| <b>Sex and Relationship Education</b>          | <b>Personal Care</b>   | Changes that occur in puberty. Appropriate sexual behaviour. (Social media – Facebook rules/safe texting. Sexting)                                   | Friendships and beyond. (Behaviour – how we talk to / help others when they're upset. Personal space)                            |
| <b>CAREERS (to be included in other plans)</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**