



Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers

CURRICULUM MAP 2019-2020

KEY STAGE 3 (B)

	AUTUMN	SPRING	SUMMER
ENGLISH Key skills to be taught throughout <ul style="list-style-type: none"> • Word reading • Comprehension • Composition • SPaG • Handwriting 	Non-fiction Instructions – Making Reports Recounts Letters/Emails/Texts	Fiction and poetry Matilda Asterix the Great Stig of the dump KENZUKIS KINGDOM.	Key Skills Explanation Persuasive Discussion Fiction Lion, witch and the wardrobe Wizard of Oz. Carrie's War Once Goodnight Mr Tom Anne Frank's Diary Boy in striped pyjamas
MATHS	Number Measure Fractions and decimals	Number Money Shape and pattern Data handling	Number Time Position and Movement
SCIENCE (AT1 throughout)	Circuits Magnetism	Senses Classification	Properties of Materials Mixing and separating
Computing	E-Safety Lifeskills Emails, application forms, making phone calls, texting.	Animation	Programming – Scratch
Citizenship	Democracy - in Newark. (linked to History)	Rules and Laws.	Volunteering within the community.
Geography	North American Physical and human features	UK Settlements through time	Natural Resources
History	Newark – through the ages	Saxons/Vikings	World War 2
MFL	Greetings All about me, my family and where I live.	Travel Language involved when visiting a country. Including asking directions, for items in a shop, help and information leaflets.	Hobbies and interests. Opinions Describing actions.
Art and Design	Textiles Native American Art	Shape Positive/negative	Line and form Observational

	Totem poles, pottery decoration, sand painting, rock art	shape Organic shapes. Georgia O'Keeffe- close up (cropping in) Klee	drawing, light/shade, linear, cross-hatch, pointillism Vermeer, Klimt, Seurat
Music	<p>At the Movies</p> <p>Explore music from 1920's animated films to present day movies; learn techniques for creating soundtracks and film scores, compose movie music.</p> <p>Singing and Performance: Class assembly</p> <p>Major chords Melody, structure. Performing soloist . Reading notation.</p>	<p>Is it there if we can't hear it? World Folk Music.</p> <p>Roots Singing traditional songs; Devising rhythmic actions to music; improvising descriptive music. Playing and combining rhythm cycles using percussion; singing call and response songs; Developing a descriptive composition; planning and structuring pieces. Folk music from different countries Arirang Oie leloila Danny Boy Football chants</p> <p>Growth Three beat pulse and revising rhythmic ostinato. Performing and improvising rhythmic and melodic ostinato; singing in harmony; learning about chords.</p> <p>National customs Narrative verse Pentatonic Strophic Singing and oral transmissions Composing.</p>	<p>Tinie Tempah Teaches Popular Music</p> <p>Exploring beat and syncopation; Developing coordination and rhythm; Developing the idea of pitch shape and relating it to movement and notation; creating and combining rhythm patterns; Arranging musical sections.</p> <p>Singing and performance: Summer production</p> <p>Texture ICT based compositions Mirroring Structure Chords</p> <p>Tine Tempah Written in the stars Rap/Hip Hop</p>
Design and Technology	<p>Food Technology Eat More Fruit and Veg</p> <p>Salads or Smoothies</p>	Packaging	Lighten it Up Lights – link with Science circuits.
PE	Hockey	Dance	Athletics
RE	2.14 Religion, family and community: What contributions do religions make to local life in Nottinghamshire?	2.11 Beliefs and question: How do people's beliefs about God, the world and others have impact on their lives?	2.16 Beliefs and action in the world
Sex and Relationship Education.	Friendships and beyond. (Feelings/emotions)	Changes that occur in puberty. Appropriate sexual behaviour.	Personal Care. (Changing relationships)

	Being a responsible person who can guide others. Friendships and being a good friend. Anti-bullying)	(SRE and consent – what does no mean?)	
CAREERS (to be included in other plans)	Strengths and targets	World of work	My options

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