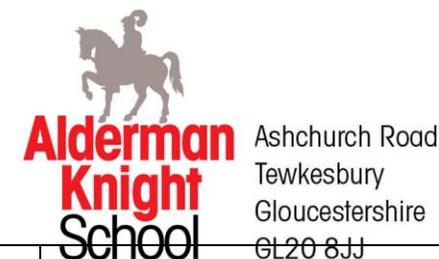


Spring Term Overview 2024



<p><u>7S</u> Subject & Teacher</p>	<p>Subject Overview</p>	<p>How you can help at home</p>	<p>Subject specific key words to practise with your child</p>
<p>English Ms Duffy</p>	<p>This term, we will look at an abridged version of the text “Oliver Twist” by Charles Dickens. Lessons will include reading the story, learning what life was like in 19th Century England and writing character descriptions. We will also be completing some drama-based lessons where pupils can unpick meanings in scripts and try some classic 19th century foods.</p>	<p>As before, please support your child with their home reading and home spellings.</p> <p>Encourage pupils to use describing words when they are talking to you, ask “who, what, where, when, why” questions.</p>	<p>Family Workhouse Victorian Charles Dickens Poverty Wealth Analyse Dialogue Script Historical context</p>
<p>Maths Mr Wootton</p>	<p>Over the next two terms, we will be covering three units of learning:</p> <p>‘Time’ - where the key learning is to be able to:</p> <ul style="list-style-type: none"> • Tell and write the time from an analogue clock, including using Roman numerals • estimate and read time with increasing accuracy to the nearest minute • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events <p>‘Multiplication and Division Calculation’ - where the key learning is to be able to:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 tables • write and calculate mathematical statements for multiplication and division <p>‘Exploring Fractions’ - where the key learning is to be able to:</p>	<p>At home, it would be helpful to:</p> <ul style="list-style-type: none"> • talk about times of the day or week in relation to events that happen each day. • Explore the different types of clock there are in your home. • Count in multiples of 2, 3, 4, 5 and 10. • Talk about how we use fractions language everyday e.g. half/quarter. 	<p><u>Exploring Time</u> Analogue, digital</p> <p><u>Calculating multiplication and division</u> Product, Commutative, Inverse, Estimate</p> <p><u>Exploring fractions</u> Numerator, Denominator, Equivalent (fraction).</p>

Head teacher: **Cate Steel**

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	<ul style="list-style-type: none"> • recognise, find and write fractions of a discrete set of objects • recognise and use fractions as numbers • recognise and show, using diagrams, equivalent fractions • compare and order unit fractions 		
<p style="text-align: center;">Science</p> <p style="text-align: center;">Mrs Matalu</p>	<p>This term our topic is atoms, elements, compounds and states of matter. Pupils will learn to describe the particles in an atom. They will be able to work out if a substance is an element or compound by looking at a diagram and identify whether a change is chemical or physical. Pupils will learn how to group materials according to whether they are solids, liquids, or gases, and describe the terms density and diffusion. Pupils will complete some experiments to find the boiling point or melting point of different substances. Next term our topic will be circuits and mains electricity. Pupils will learn to identify common appliances that run on electricity and will know that Power is measured in Watts. They will construct simple series circuits, identifying the main components such as cells, wires, bulbs, switches and buzzers. They will be able to work out whether a bulb in a series circuit will light, based on whether it is in a complete loop with the battery, and whether any switches are open or closed. They will identify that metals are good electrical conductors and know some materials that are electrical insulators. Pupils will be able to explain how a fuse stops a wire from overheating, and why this is important.</p>	<p>You can support your child at home by talking about different materials in and around your house. Encourage your child to describe the material's properties.</p> <p>Discuss whether materials are solids, liquids or gases and encourage your child to explain how these differ in terms of the arrangement of the particles.</p> <p>For our electricity topic, you can help your child by asking them to find as many things as they can that use electricity in the house. This can include mains appliances and items that use batteries.</p>	<p>Atom</p> <p>Element</p> <p>Compound</p> <p>Solid</p> <p>Liquid</p> <p>Gas</p> <p>Mains Electricity</p> <p>Batteries</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;">Miss Foster</p>	<p>This term, 7S will be consolidating their knowledge of the formal elements, in particular, line, tone, form and pattern, to produce a quality final piece of sculptural artwork.</p> <p>Following this, they will begin to expand their knowledge of the formal elements, looking at how colour, shapes and composition has been used in the cartoony styles of Pop Art, and how artists such as Sam Cox (AKA Mr Doodle) and Takashi Murakami have implemented the formal elements in their doodle-esque drawings.</p>	<p>Adults can support pupils at home by looking at and discussing animation and cartoons, asking questions about the use of line in the drawings, or the use of colour in the scenes. Pupils can explore the art of doodling, making characters from everyday objects.</p>	<p>Line</p> <p>Colour</p> <p>Shape</p> <p>Composition</p> <p>Pattern</p> <p>Doodle</p> <p>Cartoon</p> <p>Pop Art</p>

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DT Miss Attenborough	<p>This term 7S will starting to develop their confidence when working with different materials. In their new project, pupils will be using wood to create a stationary holder. Over the next term pupils will be looking further at safety using tools and new equipment, before carrying out various research tasks to help inform their designing and making skills. The pupils will learn to use a coping saw to cut a shape in wood before using a straight file to smooth the edges and finish their design. This topic gives them chance to learn new techniques safely.</p>	<p>You can help at home by identifying products around your home that are made from resistant materials: woods, metals and plastics.</p> <p>Look at different ways to store stationary.</p>	<p>Resistant Materials</p> <p>Coping Saw</p> <p>Filing</p> <p>Sanding</p> <p>Design Brief</p>
PE & Games Mr. Altman	<p>This term pupils will be focusing on the topics of Gymnastics and Dance. In gymnastics, pupils will learn many movements, poses and stretches. This includes understanding balancing on different points, focusing on different types of roles, such as the teddy bear roll and use of gymnastics equipment, such as a springboard. Across the dance module, we will focus on working to a rhythm, creating a routine, and building confidence to perform.</p>	<p>At home pupils can research different poses and stretches. This can be done on websites such as YouTube.</p> <p>Children can also watch and participate in 'Just Dance' videos at home. This will introduce working to a rhythm and provide inspiration for different dance movements.</p>	<p>Rhythm</p> <p>Beat</p> <p>Routine</p> <p>Confidence</p> <p>Gymnastics</p> <p>Bike pose</p>
History Miss Dyer	<p>This term, pupils will be looking at the colonisation of North America. We will learn about the discovery of the Americas and the journey which Christopher Columbus took, understanding why the Spanish wanted to venture all the way across the Atlantic. We will be analysing why people decided to travel thousands of miles to the new British colonies and what their life was like once they were there. We will be specifically learning about the colony of Jamestown and the journey of the Mayflower.</p> <p>In term 4, we will be learning about slavery in North America, covering this difficult topic in a respectful way. We will begin by looking at the African empires, learning about Mansa Musa and the Mali Empire, and then go on to cover</p>	<p>Help your child to understand that the USA was not built overnight. Watch short film clips about the first 13 colonies https://www.youtube.com/watch?v=vd0fMpAls1s .</p> <p>We do not encourage using general searches on slavery. There is good advice given on: - https://www.nationalgeographic.com/history/article/how-do-you-explain-slavery-to-kids.</p> <p>BBC Bite size give excellent resources which are age appropriate e.g.</p>	<p>Colonisation</p> <p>America</p> <p>Christopher Columbus</p> <p>Mayflower</p> <p>Jamestown</p> <p>Slavery</p> <p>Enslaved</p> <p>Transatlantic slave trade</p> <p>Abolition</p>

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	<p>the transatlantic slave trade and slavery's eventual abolition.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/z4h4vk7 or see https://www.theschoolrun.com/homework-help/atlantic-slave-trade for a list of books for children.</p>	
<p style="text-align: center;">Geography Mr Everis</p>	<p>Over the next 2 terms we will explore in more detail some of the biggest continents in the world; North and South America. Our sequence of lessons will investigate both the human features of these areas and why people live and work in specific cities. We will also take the time to investigate the natural features of the landscapes including the mountains and rainforests and the impact these features have on the development of the population in the areas.</p>	<p>At home, you might like to watch a number of really informative YouTube videos (less than 10 mins) that explain the Geography of North and South America</p> <p>https://www.youtube.com/watch?v=XxKhZz9YQ</p> <p>https://www.youtube.com/watch?v=Z4iwEMbal24</p>	<p>Continents</p> <p>North America</p> <p>South America</p> <p>Landscapes</p> <p>Human Population</p> <p>United States of America</p> <p>Brazil</p> <p>Amazon Rainforest</p>
<p style="text-align: center;">Food Studies Mrs Francis</p>	<p>The running theme through this topic is seasonality of ingredients, where and how fruits and vegetables grow and why we should eat locally to support the environment. Practical lessons support the theory lessons and will begin with the continuation of baked products, with a focus on preparation techniques such as peeling and grating various ingredients. Pupils will bake carrot cake cupcakes individually, and then work in pairs to create cheese and courgette muffins, to promote teamwork. The hob will be introduced to safely melt ingredients, as well as boiling vegetables for cauliflower cheese. The introduction of a roux will support learning later in KS3/4 when making macaroni cheese, a pasta bake and a lasagne. Pupils will create both pizza dough and biscuit dough that will be manipulated</p>	<p>Consolidation of the skills being taught in class: performing the claw grip or bridge hold with a knife, peeling, grating ingredients and weighing ingredients in grams at home.</p> <p>If visiting the supermarket, pupils could look at labels on fruits and vegetables to see where they have been grown. The food miles website: www.foodmiles.com is available to research how many miles</p>	<p>British</p> <p>Local</p> <p>Exotic</p> <p>Topical</p> <p>Seasonality</p> <p>Food miles</p> <p>Fresh</p> <p>Frozen</p>

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	through different shaping techniques.	food travels.	
Computing Mr Naylor	In term 3 we will introduce the concept of game design and construction, using the Kodu Game Lab, and will return later to this in term 4 enabling us to build on the skills learnt. Pupils will also learn how to use the functions of a graphic package to design a T-Shirt logo as well as exploring different types of computing hardware devices and developing their presentation skills in Microsoft PowerPoint.	If pupils enjoy using Kodu to develop games, then Kodu Game Lab is free to download here https://www.kodugamelab.com/	Program Hardware Coding Graphic Vector
Music Mrs Lea	This term we will be learning to play the ukulele. Pupils will learn the parts of the ukulele and how to play it correctly. They will learn the 4 strings of the ukulele and how to play songs using these strings. They will also learn different strumming patterns before moving on to play simple chords.	Continue to experience a range of music at home. Pupils can search for different songs played on the ukulele and talk about how they sound different to the original.	Ukulele Chord Strum Strings Stroke
PSD Mr Stenning	This term pupils will explore concepts within 'The world I live in' & 'Self-care'. We will tackle stereotypes within the real world and what is true and what is not. They will explore the world of social media and understand how things may not always be what they seem. We will then look at how they can take care of themselves from personal hygiene to keeping themselves safe when out and about.	Discuss your child's use of the internet at home and how they can keep themselves safe. Encourage more independence when out and about such as talking through the safety features to consider when crossing the road.	Advertising Stereotypes Personal hygiene Cleanliness Environment
Religion &	In term 3, pupils will finish their Loving Earth Project work, before starting the next unit titled, 'Good, bad; right, wrong:	Discuss the topics being covered. Reading can be a great way to improve	The 10 Commandments

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<p>Worldviews</p> <p>Mrs Lamburn</p>	<p>how do I decide?’ Pupils will consider what influences them and how influences can change over time. We will look at what helps Christians decide what is the right thing to do and will reflect on the Golden Rule and examine the 10 Commandments, also looking at non-religious viewpoints. In term 4, leading up to Easter pupils will explore the Christian belief that Jesus’ death was a sacrifice, a price he paid to save people from their sins and bring them back to God. We will revisit what happened in Holy Week, reflecting on the idea of the sacrifice as a way of bringing about good, to make the world a better place. Pupils will weigh up the value of sacrifice in our own lives and in the world today.</p>	<p>your child’s religion & worldview skills. Supporting reading at home can help pupils improve religious literacy skills, which can enable them to read and understand more complex religious texts.</p>	<p>The Golden Rule</p> <p>Holy Communion</p> <p>Guidance</p> <p>Influence</p> <p>Sacrifice</p> <p>Sin</p> <p>Source of wisdom</p>
<p>Drama</p> <p>Miss Price</p>	<p>During terms 3 and 4, pupils will learn and develop their key drama skills through storytelling. They will learn and develop key drama skills such as miming, narration, soundscapes, movement, freeze frames, characterisation, hot seating and performance. In term 3, pupils will act out different poems, scenarios and short plays based on the theme of nature. In term 4, pupils will participate in a drama topic called “myths and legends,” where they will act out various myths and legends, including Pandora’s box and King Midas.</p>	<p>Encourage pupils to explain why they like a certain actor, TV programme, film, musical or play.</p>	<p>Perform</p> <p>Audience</p> <p>Characters</p> <p>Miming</p> <p>Freeze frames</p> <p>Stage</p> <p>Movement</p> <p>Hot seating</p> <p>Soundscape</p> <p>Body language</p>

