

# Autumn Term Overview

## Tutor Group: 7R

| Subject and Teacher            | Subject Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How you can help at home                                                                                                                                                                                                                                                                                                                                                                                                  | Subject specific key words to practise with your child                                                                   |
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| <p>English<br/>Miss Barrow</p> | <p>In English this term we will be studying the book 'The Boy at the Back of the Class' by Onjali Q Rauf. The story follows the journey of a young boy called Ahmet who is a refugee fleeing a war. Ahmet joins a class in a British school where he faces cultural differences, language barriers and friendship issues.</p> <p>We will be focusing on strategies to understand meaning, such as predicting what will happen, visualising details from the book and empathising. We will also aim to identify the writer's main points, to identify different opinions in the text and how these link together and are sequenced. We will also be using our inference skills to work things out from clues in the text. During the term pupils will have opportunities to try new foods, participate in drama activities, discover where countries are on the map and understand some of the history and causes of war.</p> <p>In your child's weekly reading lesson pupils will follow the Accelerated Reader programme within school and access a range of literature which can then be used to take quizzes to test inferential comprehension. This will allow your child to experience a range of different stories suited to their reading level.</p> | <p>Encourage your child to read a range of literature regularly and discuss what they have read with them. Ask them questions about the who, what, where, how and why which have featured in the text. Please encourage them to read non-fiction texts including newspaper articles.</p> <p>Your child will receive weekly English homework which will include a combination of spellings, reading and written tasks.</p> | <p>Refugee<br/>Friendship<br/>Language<br/>Culture<br/>Emotions<br/>Adjective<br/>Verb<br/>Noun<br/>Sensory language</p> |

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| Maths<br>Mr Robinson | <p>This term, pupils will be working on numbers and the number system. They will review place value (looking at thousands, hundreds, tens), identifying the value of each digit in numbers up to four digits, and practise reading and writing numbers in words. We will also use numbers lines to see how we can break large numbers down into equal chunks, which can help with division.</p> <p>Later in the term we will be looking at geometry where pupils will focus on visualising and constructing 2D and 3D shapes. They will learn to name shapes and describe their properties and learn words such as 'symmetry' and 'parallel'. We will also dedicate one lesson a week to times table practice throughout the term.</p> | <p>Students could practise reading and writing numbers at home, for example by spotting large numbers on signs, packaging, or on the TV. Ask them to explain place value using everyday numbers like prices or dates. Talk about the shapes you see in real life, such as different road signs, and ask them to describe the properties of these shapes.</p> | <p>Place value<br/>Thousands / Hundreds / Tens / Units</p> <p>2D shape / 3D shape<br/>Symmetry<br/>Perpendicular<br/>Parallel<br/>Times tables</p> |

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| <p>Science<br/>Mr Stinton</p> | <p>During term 1, pupils are learning about cells, organs and systems. Pupils will learn the functions of the main parts of a cell. They will learn about the skeleton and about which organs are protected by different bones. We will also learn about the job of the circulatory system and the roles of the different parts of the digestive system, including teeth.</p> <p>We will also be looking at cells under the microscope, with pupils getting the chance to complete experiments using the microscopes.</p> <p>Next term, pupils will learn all about Energy. We will cover different topics including different energy stores and how energy can be transferred from one store to another. They will learn about how temperature affects the movement of particles in solids, liquids and gases.</p> <p>We will look at energy ratings on appliances to work out which is the most efficient and learn about renewable and non-renewable energy sources.</p> | <p>You can help your child by using BBC Bitesize resources about the human body for the first half-term: <a href="https://www.bbc.co.uk/bitesize/clips/z7kq7nb">https://www.bbc.co.uk/bitesize/clips/z7kq7nb</a></p> <p>For the second half term, you can check out the BBC Bitesize website <a href="#">Explore fossil fuels and renewable energy - BBC Bitesize</a> for information and activities about renewable and non-renewable energy sources:</p> | <p>Nucleus<br/>                     Cell membrane<br/>                     Cytoplasm<br/>                     Tissue<br/>                     Organs<br/>                     Energy<br/>                     Solid<br/>                     Liquid<br/>                     Gas<br/>                     Renewable</p> |

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| <p>PSD<br/>Miss Rubringer</p> | <p>This term our PSD topic will focus on healthy lifestyles. We started by looking at some simple ways to look after mental wellbeing, looking at connection, generosity, being physically active, diet and sleep.</p> <p>We will go on to cover these in more detail, covering topics such as:</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Taking care of teeth</li> <li>• Hygiene for healthy bodies</li> <li>• Ways to exercise</li> <li>• Sleep patterns</li> <li>• Screen time/sedentary activities</li> <li>• Ways to regulate and relax/mindfulness</li> <li>• Friendships</li> </ul> <p>After half-term, we will explore the topic of self-awareness. We will cover things we are good at, kind and unkind behaviours, how tone can be misheard, playing and working together, people who are special to us, and getting on with others.</p> | <p>Ask your child what they have been learning about in PSD and encourage them to put these healthy lifestyle strategies in place at home e.g. brushing teeth twice a day, sleep routines, eating a balanced diet and getting some exercise.</p> <p>If appropriate, perhaps talk to them about how the future and the impact that healthy habits now will have on their happiness and healthiness as adults.</p> | <p>Healthy<br/>Unhealthy<br/>Hygiene<br/>Exercise<br/>Emotions<br/>Food groups<br/>Sedentary<br/>Active<br/>Healthy Balance</p> |

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| <p>R&amp;W<br/>Miss Jackson</p> | <p>For the autumn term, we have begun our year by looking at the importance of learning about religion and worldviews in an inclusive, respectful and empathetic way. We will then help pupils to make sense of belief by beginning with Christian lens. We will explore the impact of Christian beliefs on lifestyles and values. We will investigate how Christians perceive Jesus as King and use the parables to understand the impact of Christian teaching on every-day life. We will also explore biblical texts to make connections between the belief in the kingdom of God and the way Christians try to follow the 'advice for life' in the parables. R&amp;W lessons will always provide an opportunity to consider a range of religious and worldviews and in this unit that will include an opportunity to reflect on the diversity of British views and faiths and their impact on British values.</p> | <p>You can help your child at home by asking about the stories and beliefs they are learning about in class and by encouraging them to value the diversity of belief in our society. With your support, they will soon be able to name the main worldviews and religions in the UK.</p> <p>BBC bitesize is a lovely resource for going into a little more depth at home and there are some lovely, age-appropriate videos, like this one, on Christianity <a href="#">Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a> .</p> | <p>Words:<br/>Belief<br/>Jesus<br/>King<br/>Nativity<br/>Reign<br/>Servant<br/>Disciples</p> |

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| <p>PE<br/>Mr Altman &amp;<br/>Mr Stinton</p> | <p>In term 1, the pupils will focus on developing their multiskills. They will have the chance to work on their throwing, catching, hitting and striking skills and apply these into game scenarios. This is to help prepare them for a wide range of sports and activities that we will do at Alderman Knight.</p> <p>Next term we are focusing on health-related fitness and wellbeing. We will look towards improving our fitness through circuit training activities. We will learn many different exercises we can complete. These include free-weight exercises, bodyweight exercises and cardio related exercises.</p> <p>We will complete fitness tests in the first few lessons so we can discover how their fitness has improved at the end of the term.</p> <p>Throughout the term, we will be discussing ways of improving our wellbeing which can be completed alongside exercise. Discussions around healthy eating, drinking the daily minimum amount of water, how much sleep we require at different ages and how it impacts us the next day.</p> <p>This all with the aim to develop pupils understanding around how to lead a healthy, active, lifestyle.</p> | <p>Term 1 support: Practice throwing and catching with your child, allow the ball to bounce to begin and then try to increase the distance to make the activity harder.</p> <p>To help your child you can:<br/>Complete YouTube videos based around exercise tutorials, such as the Joe Wicks morning workout series or the Cosmic Kids Yoga series.</p> <p>Watch YouTube Videos on different non-equipment exercises such as the following:</p> <ol style="list-style-type: none"> <li>1. Squat</li> <li>2. Press-Ups</li> <li>3. Sit- Ups</li> </ol> | <p>Exercise<br/>Fitness<br/>Co-ordination<br/>Balance<br/>Movement<br/>Cardio<br/>Muscles<br/>Healthy<br/>Unhealthy</p> |

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| <p>Food Studies<br/>Ms Tyler</p> | <p>This term, pupils will be Mastering the Basics of cooking, focusing on kitchen safety, hygiene, and essential preparation skills. They'll develop confidence in using knives correctly, learning techniques such as the bridge hold and claw grip, while safely peeling and chopping a range of ingredients. Pupils will explore the importance of balanced meals through the Eatwell Guide, understanding portion sizes, food groups, and how to make healthy choices in everyday meals.</p> <p>As we move into Autumn 2, the focus shifts to Seasonal Christmas Baking. Pupils will apply their knowledge of baking techniques like mixing, rolling, and shaping, while also considering how sugar, fat, and spices influence flavour and texture. We'll explore how food can reflect tradition and celebration, encouraging creativity in presentation and precision in baking. From sweet treats to savoury bakes, pupils will practise oven safety and portioning while developing an awareness of healthier ingredient swaps.</p> <p>Across the term, pupils will complete the following practical's: fruit salad, sandwich making, mozzarella &amp; tomato bagel pizzas, pepperoni pizza pockets, cinnamon apple &amp; cranberry flapjacks, gingerbread people, turkey &amp; cranberry flatbread pizzas, vanilla crinkle cookies, Christmas sprinkle cookie bars, and roast potatoes. Each recipe offers a valuable opportunity to refine key skills while building an appreciation for seasonal ingredients and festive cooking.</p> | <p>Any cooking or baking experiences at home will be beneficial. Recipe sheets will be sent home, so the recipes made at school can be repeated.</p> <p>Please encourage pupils to get involved in food preparation and discussions around food, food groups and balanced diets.</p> | <p>Baking<br/>Bridge hold<br/>Chopping<br/>Claw grip<br/>Decorating<br/>Eatwell Guide<br/>Even bake<br/>Food hygiene<br/>Food safety<br/>Knife safety</p> |
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| IT<br>Mr Robinson   | Pupils will start this term by refreshing some basic IT skills. This will include finding different applications on the computers, organising their work into folders properly and creating simple presentations. They will learn about online safety using the 'SMART' rules, practise internet searching, and explore using spreadsheets and presentations. Towards the end of term year 7 can look forward to using Kodu, where they can program their own characters to build their own games!                                                                                                                                                                                                                            | Children could be asked how they can use the tips they have learnt at school to stay safe online while at home. Year 7 will learn about the 'SMART' rules.                                 | SMART<br>Internet safety Folder<br>PowerPoint<br>Spreadsheet Search                                                               |
| Music<br>Mrs Lea    | This term in Music we will be playing a variety of drums and learning about the different elements that go into making a piece of music. Pupils will learn about different cultures and their music as well as learning to play a variety of rhythmic pieces. They will then have the opportunity to build these skills into a final piece.                                                                                                                                                                                                                                                                                                                                                                                   | Please encourage your child to listen to a wide variety of music at home and discuss their preferences                                                                                     | Rhythm<br>Texture<br>Pulse<br>Djembe<br>Call and response                                                                         |
| Drama<br>Miss Price | During terms 1 and 2, pupils will firstly be taking part in a range of drama games and activities designed for them to learn and develop key drama skills. Once pupils are familiar with some of the practical elements in drama, they will be learning about puppets and puppetry, while continuing to learn and develop their key drama skills. Pupils will explore a range of different types of puppets and puppetry techniques, and act out plays, short stories and poems using various types of puppets such as hand puppets, marionettes, shadow puppets, finger puppets and stick puppets. Pupils will also learn about the types of puppets used in theatre and TV shows such as "The Lion King" and "The Muppets." | Encourage pupils to watch clips of different puppet TV programmes (for example, "The Muppets," "Sesame Street" and "Sooty") and say what they liked about the different puppet characters. | Puppets<br>Puppeteer<br>Hand puppets<br>Shadow puppets<br>Finger puppets<br>Stick puppets<br>Miming<br>Acting<br>Perform<br>Stage |

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| History<br>Mrs Petrie          | This term, pupils will be developing their historical skills to help them think and work like real historians. We will focus on chronology, learning how we order time and the difference between AD and BC. Pupils will then explore the Stone Age, looking closely at the three main periods – the Palaeolithic, Mesolithic, and Neolithic – and comparing how life changed over time. A key part of our study will be the Neolithic Revolution, where we will analyse both the short-term and long-term effects of humans moving from hunting and gathering to farming and settlement. | Talk about timelines – for example, place family events or famous historical events in order. Encourage use of key words at home and ask pupils to explain what they mean. Watch age-appropriate documentaries or visit websites about the Stone Age together. Visit local museums or historical sites if possible, to bring the past to life. | Chronology<br>Anachronism<br>Significant<br>Palaeolithic<br>Mesolithic<br>Neolithic     |
| Geography<br>Mrs Mitchell-Dyer | This term, we will explore how to think like a geographer, focusing on both the world around us and the global environment. We'll investigate key aspects of human and physical geography, starting with our local surroundings and gradually expanding to the wider world. We'll also develop essential geographical skills by learning how to read maps and use an atlas effectively. Additionally, we will explore the continents, identify major countries, and become familiar with the world's oceans.                                                                              | Please engage in conversations with your child should you see any news-worthy stories on weather, climate, volcanoes, earthquakes or any topics related to continents.<br><br>BBC Bitesize is very useful for Geography content.                                                                                                               | Continents<br>Countries<br>Oceans<br>Atlas<br>Globe<br>Map<br>Directions<br>Coordinates |

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| DT<br>Miss Rubringer | <p>This term pupils will begin by learning how we keep ourselves and our peers safe in the design technology room. They will be looking at what constitutes as a hazard and associating rules for the workshop. During the first part of the term, they will be able to recognise some of the machinery and new tools that we will be using for the year.</p> <p>Their first project within this term will be "Misfit dolls". The pupils will be learning how to understand how to unpick a design brief in order to develop a project. They will be supported in researching materials and application methods, design, make and evaluate. They will design their own unique fabric dolls. They will learn a range of skills; fabric pen, hand sewing, tie dye and applique. They will use these skills to decorate and create their own felt dolls they have designed.</p> | <p>Parents can support their child by looking and encouraging them to look at and feel different items made from fabrics. This can be within your home and when out and about. Ask them to examine how they are decorated and how they are constructed.</p> <p>Watching/ practicing with an iron would also help them as they learn how these can be used to remove creases/ wrinkles from material.</p> | <p>Design Technology<br/>Hazard<br/>Safety<br/>Moodboard<br/>Design<br/>Textiles<br/>Tie Dye<br/>Running stitch<br/>Sewing<br/>Applique</p> |
| Art<br>Miss Price    | <p>During terms 1 and 2, pupils will focus on the work of Vincent Van Gogh. Pupils will use their sketchbooks to develop their ideas and study the painting <i>Starry Night</i> in detail. They will experiment with a variety of mediums, including pencil, ink, collage, and thick acrylic paint. Towards the end of this project, pupils will complete a mixed media collage section of <i>Starry Night</i>, and everyone's work will be incorporated into a large-scale collaborative collage of the painting.</p>                                                                                                                                                                                                                                                                                                                                                       | <p>If possible, please look at these websites with your child for lots of information and activities about Van Gogh.</p> <p><a href="#">Tate Kids</a></p> <p><a href="#">Who is Vincent van Gogh?   Tate Kids</a></p> <p><a href="#">Where is The Starry Night? - Van Gogh Museum</a></p>                                                                                                                | <p>Van Gogh<br/>Starry Night<br/>Collage<br/>Impasto<br/>Brush strokes<br/>Lines<br/>Colour</p>                                             |

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| Outdoor Learning<br>Mrs Barlow | <p>This term, pupils will explore the life cycles of common garden insects, creating illustrated diagrams with notes to show their understanding. They will also investigate why birds may need extra support during the colder months. As part of this, pupils will research bird diets and design their own bird feeders, before deciding on the most suitable locations to place them.</p> <p>Alongside this, we will discuss how connecting with nature can support our own wellbeing. For example, watching birds from a window can bring a sense of calm, happiness, and closeness to the natural world. Year 7 pupils will also make use of George's Farm, the Forest School, and the Sensory Garden during their sessions. They will practise using specific tools to help care for these areas, while learning the importance of safe and responsible practice.</p> | <p>To extend learning at home, there are a number of free apps and activities that encourage children to engage with nature. The Royal Society for the Protection of Birds (RSPB), one of the organisations we work with to share data, offers excellent resources: <a href="http://www.rspb.org.uk">www.rspb.org.uk</a>.</p> <p>You can also support your child by encouraging them to spend a few minutes each day observing nature—whether looking out of a window, exploring a local park, or investigating what's hiding beneath leaves and stones. Taking photos with a phone app such as Google Lens or the iPhone equivalent can make this an interactive and exciting experience.</p> | <p>Habitat<br/>Feather<br/>Bird feeder<br/>Garden<br/>Plant<br/>Larva<br/>Insect<br/>Nocturnal<br/>Hibernation<br/>Sustainable</p> |