

# Spring Term Overview

# Tutor Group: 7J

Subject and Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
<p>English Mrs Kelley</p>	<p>This term in English we will be exploring non-fiction reading and writing around the topic of the Environment. We will be looking at how the language they use has an impact on the reader and different techniques we can use to create an effect. We will use real life scenarios and topics that encourage pupils to engage with the world around them. We will be writing in a variety of styles including letters, articles and diary entries.</p> <p>In our reading lessons, we will continue to use the Accelerated Reader programme to progress our comprehension and develop our reading out loud.</p>	<p>Please encourage your child to read as much as possible including both fiction and non-fiction texts.</p> <p>Talk to your child about news articles and events happening globally that are of interest to them.</p>	<p>Fiction Non-fiction Environment Recycling Letter Article Diary Persuasive Argument</p>
<p>Maths Miss Barrow</p>	<p>This term pupils will be continuing to develop their skills using numbers to solve addition and subtraction problems including worded sums. Pupils will explore the properties of different shapes and the features of them. We will also be working on telling the time and understanding what the numbers mean. We will be looking at worded Maths problems and working out how to solve them.</p>	<p>Please talk to your child about time and what time things are happening to develop their understanding. Encourage them to solve calculations including addition and subtraction in real life opportunities such as shopping.</p>	<p>O'clock Half past Quarter past/to Circle Square Triangle Rectangle Symmetry Edges Vertices</p>

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<p>Science 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 whether a substance is an element or a compound from diagrams and work out if a change is chemical or physical. Pupils will learn to compare and group materials depending on whether they are solids, liquids or gases, and will be able to describe diffusion and density. They will understand that some materials change state when they are heated or cooled and measure the temperature at which this happens.</p> <p>Next term, our topic is circuits and mains electricity. Pupils will learn to identify appliances that run on electricity and know that power is measured in Watts. They will construct simple series circuits, identifying the main parts including cells, wires, bulbs, switches, buzzers and motors. They will learn to work out whether a lamp will light in a circuit, based on whether it is part of a complete loop with the battery and whether any switches are open or closed. Pupils will recognise common conductors and insulators and will know that metals are good conductors. They will know that fuses protect wires 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. 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 Element Compound Solid Liquid Gas Mains Electricity Batteries</p>

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<p>Art Miss Berry</p>	<p>During Term 3 pupils will continue to study the work of Van Gogh. Focusing on colour, texture and mark making they will work collaboratively to create a giant version of one of Van Gogh's famous paintings. They will jigsaw together their individual pieces of artwork to create a whole image. Watch out for the finished piece in celebratory news.</p> <p>When this is complete, we will start a brand-new project!</p> <p>7J will learn about plastic pollution in our oceans and look at how artists are recycling found 'rubbish' to create amazing Artworks that communicate a powerful message.</p> <p>Looking at the work of a group of Artists called 'Washed Ashore', pupils will collect, design, and create a 'Bloom of Jellyfish' that will be found swimming in our art room!</p>	<p>Look at these websites with your child. They show a broad selection of work by the Artists they will be studying this term.</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><a href="#">Exhibit Locations – Washed Ashore</a></p> <p><a href="#">Galleries – Washed Ashore</a></p> <p><a href="#">Washed Ashore: From Beach Trash to Ocean Art   Smithsonian Ocean</a></p>	<p>Van Gogh.                      Starry Night.                      Collage.                      Texture.                      Impasto.                      Mark Making.                      Recycling                      Found Objects                      'Washed ashore' Artist Group.                      Jellyfish Bloom.</p>

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<p>DT Miss Jackson</p>	<p>This term, 7J will be adding the finishing touches to their Misfit Dolls project before starting to work with wood. In their new project, pupils will be using wood to create a stationary holder. Over the next term pupils will be looking at new tools and equipment, so we will revisit the importance of safety. We will then be 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.</p> <p>This topic gives them chance to learn new techniques safely.</p>	<p>You can help at home by identifying products that are made from resistant materials: woods, metals and plastics. This could be from around your home or when out shopping. You could also look at different ways to store stationary to help keep them tidy.</p>	<p>Sanding Design Brief Resistant Materials Coping Saw Filing</p>
<p>PE Mr. Altman, Mr. Smith and Mr Stinton</p>	<p>This term, pupils will engage and participate in gymnastics and dance. In gymnastics, they will develop their skills through learning a variety of movements, poses, and stretches. This includes mastering balancing on different points, exploring rolls such as the teddy bear roll, and gaining experience with gymnastics equipment, including the springboard.</p> <p>In the dance module, pupils will work on understanding rhythm, choreographing routines, and building the confidence to perform. These activities are designed to enhance their physical coordination, rhythm and allow pupils to express creativity.</p>	<p>At home pupils can research different poses and stretches which are regularly seen in gymnastics.</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. This can be found on websites such as YouTube.</p>	<p>Pike Straddle Pose Bike landing Aesthetically pleasing Body tension</p>

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<p>History Mrs O'Shea</p>	<p>In Year 7, pupils will start by exploring three important ancient civilisations: the Egyptians, Greeks, and Romans. They will learn about the key aspects of each civilisation, including their culture, achievements, and the lasting impact they have had on the world. This will give pupils a solid foundation in understanding how these early societies shaped modern history.</p>	<p>There are great local History sites in this area, which would be beneficial for your child to visit. You can also watch Horrible Histories on BBC iPlayer.</p>	<p>Egyptian Greek Roman Civilisation Society Ancient</p>
<p>Geography Mr Bentley</p>	<p>This term, pupils will develop their knowledge of basic geographical terminology and concepts while exploring the physical and human geography of the Americas. They will learn to confidently label world maps, identifying continents, oceans, and key locations; and will investigate the natural landscapes of North and South America, such as mountain ranges, rivers, rainforests, and deserts. Pupils will also explore the human geography of these continents, including major cities, population distribution, and significant cultural landmarks. They will gain the skills to compare and contrast the physical and human features of North and South America, enabling them to describe the diverse landscapes and how people interact with them. By the end of the term, they will have a solid understanding of these two vast continents and an appreciation for the connections between their natural environments and human activity.</p>	<p>You can support your child's learning this term by encouraging them to practise their map skills at home, such as identifying continents and key geographical features on a world map. Additionally, watching documentaries or discussing news stories about North and South America will help deepen their understanding of the regions' diverse landscapes and cultures.</p>	<p>Continent Ocean Map Mountain River Rainforest Desert City Population Landmark</p>



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<p>Computing Mr Powell</p>	<p>Pupils will begin this term by exploring the concept of game design and construction by using the Kodu Game Lab. Using this program, they will create their own worlds, learn how to program characters and create their own simple game.</p> <p>Pupils will explore the use of graphic design software, using Serif DrawPlus to design their own Cotswold Wildlife Park themed t-shirts.</p> <p>In addition to this, e-safety is a theme that underpins all computing lessons. This term, we will learn about pop ups and how to deal with them, as well as focusing on cyberbullying and dealing with unkind messages.</p>	<p>If pupils enjoy using Kodu to develop games, then Kodu Game Lab is free to download here <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a></p> <p>Any additional practise of basic Computing skills, such as mouse control or typing would be beneficial.</p>	<p>Kodu Coding Program Serif DrawPlus Graphics Cyberbullying Pop ups</p>
<p>Music Mrs Lea</p>	<p>In Music this term, pupils will be learning about Rhythm and Pulse. Pupils will be introduced to the importance of pulse as a fundamental upon which music is built and performed. Through the integrated activities of performing, composing and listening, pupils will begin development of their own feeling for and awareness of a regular pulse. Pupils will be able to make a clear distinction between pulse and rhythm and learn to use rhythm grids as a method of recording rhythm patterns. Pupils will perform and compose rhythm patterns of differing complexity including rests, half-beats and accents.</p>	<p>When listening to music at home, encourage your child to 'feel' the beat and tap, clap or dance along. Are they able to count the pulse pattern and see if the song is in patterns of 2,3 or 4?</p>	<p>Pulse Rhythm Accent Ostinato</p>

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<p>PSD Miss Jackson</p>	<p>In Term 3, 7J will recap their goals from September and see if they want to adapt these as we begin 2025.</p> <p>This term's topic is: 'The World I Live In'. We will be exploring how we can care for living things. We will also be thinking about the future and different types of living arrangements that are available e.g. independent living, supported living, living with family. We will explore different jobs, why people work and about money. This will include the different sources of money e.g. Income, benefits, what people need money for, and the importance of budgeting.</p> <p>Alongside this, we will also be beginning our community link connection by visiting Lower Hewlett's Furry Friends. As part of our link, we will be creating posters to share about what the farm does and offers young people.</p> <p>In term 4, our topic will be 'Self-care, Support, and Safety' when we will focus on managing feelings of fear or worry, accidents and risks, keeping safe online and how to deal with emergency situations.</p>	<p>Talk with your child about the rights and responsibilities people have.</p> <p>Discuss the local environment and ways they can help wildlife.</p> <p>Talk more about the job you do? If you are not currently working, could you talk openly about the full-time nature of parenting and how money comes in?</p> <p>Go over their internet use at home and how to stay safe online.</p> <p>Discuss how they could share about their experiences at Lower Hewlett's – this is their website <a href="http://Our Farm   lowerhewlettsfurryfriends.co.uk">Our Farm   lowerhewlettsfurryfriends.co.uk</a></p>	<p>Environment</p> <p>Job</p> <p>Money</p> <p>Reliable</p> <p>Budget</p> <p>Accident</p> <p>Emergency</p> <p>Safety</p> <p>Care Difference</p>



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<p>R&amp;W Mrs Petrie</p>	<p>This term, students will be exploring the religious practices of teenagers within the contexts of Islam and Christianity. We will focus on how young people in the UK engage with their faith, how they celebrate, and how their beliefs shape their daily lives. This is applicable for all students to help them to recognise and respect how their peers may do different things and follow different beliefs to themselves. We will begin by exploring the 2021 census, focusing on the faiths people across the UK identified with, before recapping knowledge from primary relating to the core beliefs and teachings. As the spring term consists of different key dates for both religions, such as Ramadan and Easter, topics will include food and fasting, prayer and worship and religious festivals.</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>Some key dates you may want to discuss include:</p> <p><i>Ramadan – apx 28.02.25</i></p> <p><i>Shrove Tuesday – 04.03.25</i></p> <p><i>Eid-al-Fitr – apx 30.03.25</i></p> <p><i>Easter – 20.04.25</i></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,</p> <p><a href="#">BBC Two - My Life, My Religion - Episode guide</a></p>	<p>Respect</p> <p>Worship</p> <p>Prayer</p> <p>Fasting</p> <p>5 Pillars</p> <p>Mosque/Masjid</p> <p>Madrassah</p> <p>Apostolic Creed</p> <p>Church</p> <p>Youth groups/ Sunday school</p>

