

# Key Stage 3



# Summer 2016 Curriculum

## Key Stage 3 Summer Term

### Topic: Inventors and Explorers

#### PSHE

Year 7, Year 8 and Year 9

Disability Awareness

Some classes will be finishing off their work on Disability Awareness

Year 7 pupils will learn more about themselves and will be encouraged to start thinking about their strengths and things they find harder to do

Year 8 pupils will learn more about how our bodies work and will begin to find out about different disabilities

Year 9 pupils will be taught about their own disabilities and will begin to explore the types of additional support that are available



Financial Capability

Pupils will develop their understanding of what money is, how we use it and what we need to do to keep our money safe.

Careers Education (Way2Work)

Pupils will begin to think about work as a realistic possibility for the future. They will explore different jobs that may be available to them in the future to help them begin to form ideas of what job they want.

#### PSD – Personal and Social Development

PSD is made up of three strands:

- Interacting and working with others
- Independent and organisational skills
- Attention

During these lessons pupils work on a variety of activities that will help them to develop a range of skills in these areas.

#### Relationships and SRE

This term Sex and Relationship Education (SRE) will be taught by Sarah Strudley (Sutton Boys), Bruce Taylor (Madejski Boys) and Sam Raw (Sutton and Madejski Girls) on a Friday afternoon.

Individual classes will have Relationships lessons on Monday afternoons with Mrs Raw.

This year the course for Key Stage 3 will include sessions on:

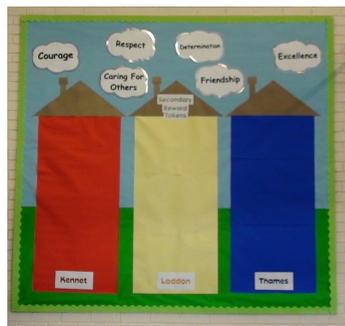
- Relationships – important people and friends
- Names of male/female body parts, including reproductive organs
- Puberty

The four areas of SMSC and some of the ways we ensure students gain experience and develop an increased understanding of them are below:

<p>Spiritual – This covers the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</i></li> <li>• <i>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</i></li> <li>• <i>Use of imagination and creativity in their learning</i></li> <li>• <i>Willingness to reflect on past experiences</i></li> </ul>	<p>Moral - This covers the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.</i></li> <li>• <i>Understanding of the consequences of their actions.</i></li> <li>• <i>Interest in investigating and offering reasoned views about, moral and ethical issues</i></li> </ul>
<p>Social – This covers the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</i></li> <li>• <i>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</i></li> <li>• <i>Interest in, and understanding of, the way that communities and societies function at a variety of levels.</i></li> </ul>	<p>Cultural – This covers the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Understanding and appreciation of the wider range of cultural influences that shaped their heritage.</i></li> <li>• <i>Willingness to participate in and respond to, (for example,) artistic, musical, technological, scientific and cultural opportunities.</i></li> <li>• <i>Interest in exploring, having an understanding of and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities</i></li> </ul>
<p>Examples of how we deliver this outside of lessons in Key Stage 3 are:</p> <p>Whole school/ Key Stage assemblies            Cross Curricula days            Celebrating and investigating a wide range of religious ceremonies through activity afternoons.            A variety of different trips including residential experiences.            Story Telling Week            Diversity Week            Arts Week            Reward systems            Annual reviews process/ Educational Health Care plans (EHC)            Key Stage rules and Home/school agreements            Reading books            School council            Emotional and Literacy Support Assistant (ELSA)            Use of the sensory garden            Our school pets and chickens</p>	

## Rewards

**Friendship**  
**Courage**  
**Determination**  
**Excellence**  
**Respect**  
**Caring for Others**



We hope to encourage pupils to focus on their work, and behaviour every day. Our reward system is based on the 6 values listed above. Key Stage 3 are encouraged to work to achieve these values. Pupils seen to be demonstrating acts that represent any of the values will be presented with a paper brick in a weekly assembly that highlight which value they have achieved. These bricks are added onto their house (Thames, Loddon or Kennet), which is part of a large display in the hall in the Upper School. Other students that are in the same house have their bricks added too. At the end of the year we count up the bricks and award the winning house with a special prize

Each class also works towards tokens for their class; these are placed on a board in the same hall. Class tokens are awarded when a class is seen to be working very well together, all are trying hard, or getting on together particularly well.

Key Stage 3 also work towards 'Star of KS3' This is awarded every 3-4 weeks to individual students who staff feel have gone above and beyond what we expect of them, or have made huge improvements in a particular area. When a pupil is awarded this accolade then their picture is placed on our Star of KS3 board for everyone to see, along with the reasons why they were chosen. A letter will also go home to their parents/carers outlining the reasons they were chosen. This is indeed a very special award and something we encourage all our students to aspire to.

This term we have introduced Year 9 Mentors. To be nominated as a Year 9 mentor pupils must demonstrate persistent, responsible and sensible behaviour. The role carries with it a great deal of responsibility as while wearing the special mentor badge, they have to present themselves an excellent role model to other pupils in the Key Stage. Mentors will also be called upon to carry out special jobs, such as showing visitors around the school or supporting pupils and staff with various activities. The introduction of this role has been very successful and year 9's have been working very hard to get their chance to wear the badge.

Spiritual, Moral, Social and Culture (SMSC)  
delivered through Key Stage 3 Curriculum and Vision

SMSC is embedded throughout the Key Stage 3 curriculum.

- Menstruation
  - Wet dreams and erections
  - Appropriate behaviour, private/public places, feeling safe, good/bad touch, saying no and refusing sexual approaches
  - Masturbation
  - Human reproduction – how babies are made
- There will be additional sessions for Year 9 pupils on:
- Contraception
  - Sexually Transmitted Infections.

## Social Skills

Pupils participate in one session of Social Skills each week, in a group with other pupils of a similar ability. Each group follows the Talkabout programme, supported by the speech and language department.

At Key Stage 3, students will study one of four units: self-awareness and self-esteem; body language; conversation skills or friendship.

Each session focuses on giving the students a chance to reflect on and to express their feelings, followed by several different practical activities to illustrate and embed the skills they need for social interaction. The emphasis for these sessions is on creating an enjoyable environment in which to explore and practise social skills through games, role play and discussion.

## English

English is divided into 3 areas of study: Speaking and Listening, Reading and Writing.

This term the topic is "Inventors and Explorers." and we will focus on a range of text-types, with non-fiction be a key element. We will look at information about famous explorers and inventors, practising research skills. Some students will study fiction texts on the theme of exploration, including *Eighty Days Around the World*. Activities such as role play and drama will provide opportunities to explore character and narrative in an accessible way.



Using symbols or words, pupils will build simple profiles showing what they have found out about the people they have studied. Other tasks will encourage students to use and develop imagination skills by creating then describing and explaining their own inventions.

Students will record their ideas through drawing or using symbols and words. They will also read and respond to a range of other non-fiction texts such as

letters and newspapers. Some pupils will also explore the use of language and create simple stories using pictures, words or symbols.

## Maths

This term in Maths we will be looking at shape and data.

Students will be discussing and comparing 2- and 3-dimensional shape using geometrical language. They will also be compiling, presenting, reporting and analysing data using a variety of media. These will range from Venn diagrams, Carroll diagrams, bar and line charts and other visual media.

Alongside this, students will consolidate number work with particular focus on dividing and sharing.

If you have any questions, please do not hesitate to contact Mr Taylor

Mrs Hunt's Maths group will be working together to explore the relationships and patterns in numbers and operations, thinking not only about the practical skills involved, but also the huge range of mathematical language surrounding the four operations: addition, subtraction, multiplication and division. We will develop these skills when working with number, fractions and measurement, and practice applying what we have learnt to solving the types of maths problems that present in everyday life.

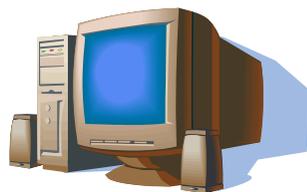
Developing the theme of Inventors and Explorers we will be focusing particularly on measurement this term; and place value.

With Mr Uren, pupils will be developing their using and applying skills through a range of investigative activities and word problems

## Computing

In Computing this term, students in year 7 and 8 will be looking at developing simple algorithms from instructions. This will demand skills such as sequencing, identifying repeating patterns and debugging when problems occur. They will practice these skills in non-computing environments moving on to controlling remote control toys, robots and computer game characters.

Year 9 will concentrate on ICT skills in word processing and presentations as well as developing awareness of E-Safety issues as they progress in to Key Stage 4.



## Life Skills

Pupils will rotate each half term around the Life Skills sessions we have on offer. Through the teaching of Life Skills, we hope to equip pupils with knowledge and experiences that will develop greater independence in the future.

**Food Technology** - Allows pupils the experience of using a range of kitchen appliances safely and appropriately, to prepare ingredients, follow recipes and evaluate their creations.

**E Safety** - Teaches safe and appropriate ways to use current technology, including internet safety (where appropriate)

**Enterprise** - Pupils will have to put on their 'business heads', and think about the designing, making, marketing and the managing of different products.

**Relationships** - Sessions focused on the different relationships we have with different people in our lives.

**Town Training** – We feel practicing independent skills in a real life situation is critical to our pupils' learning. Using public transport, exchanging money, reading signs, road safety, communication are just some of the skills we focus on. If your child is going off site you will be contacted.

**Playground skills** – An extension of social skills, encourages thought and discussion around tolerance, co-operation, communication and friendship.

## PGL/Let's Explore Week

As you will know, many of our pupils and staff are going to PGL for a fun packed week of adventure and new experiences.

Those of us staying at school also have a fun packed week planned; groups are going to explore our local community by picnicking in the parks, delving into the History of Reading, Geocaching, Camp Mohawk and many other exciting activities!

## Cross Curricular Day

We have one more cross curricular day this year pencilled in the diary for June. We hope the day will follow a festival theme and that much of the day will take place outside on the field. More details will follow, so watch this space!

participating in 'safe crossing' exercises on zebra crossings. We will also use PECS when we will go shopping to structure our visit; we will locate, purchase and where it is appropriate, complete the transactions at the till to practice the technique of handling money.

We will be involved in art project activities to explore and create objects relevant to our KS3 topic such as famous artefacts around the world and we will look at and experience the most famous inventions and paintings of Leonardo da Vinci.

We will also be exploring our brand new Sensory Playground, which will be the perfect setting for outdoor learning and enquiry.

### **Explorers**

During Interaction activities Tarrant Explorers will address the theme of Inventors and Explorers through the story of Around the World in 80 days. In drama sessions we will experience a hot air balloon simulation using a parachute, fan and smoke machine. We will then travel to Egypt where we will experience the bright sun using and tracking different lights, the cool Nile river feeling the water with our feet and listen to the desert snakes using switches and snake baskets. We will re-board our hot air balloon with a role call and travel to Australia. Where we will listen to / or experience playing a didgeridoo, Using switches we will listen to the operatic sounds of Sydney Opera house and explore Eucalyptus leaves through essential oil and props. Tac Pac will also be following the same story and involves music from each country visited coupled with a tactile experience such as the song Bole Chudiyani coupled with wafted Sari's and Incense to experience India. Following from our Exploration sessions we will use our collection bags to create a sensory poem which will be shared in 1:1 sessions. At the heart of our interaction sessions will be Intensive Interaction and development of the use of individual communication aids.

During Exploration sessions we will be exploring our immediate community, we will learn to navigate to, or anticipate destinations as independently as possible through various communication aids. During our travel to the destination we will collect or choose objects which take our interest along the way in our Explorers bag. Once back to class these items will be shared as a poem, arranged into a collage, turned into a light catcher or printed into clay to be explored and interacted with later. We will also be using foam and mirrors to paint the sky during outdoor play. In cooking sessions we will make dips from countries across the world such as Guacamole from Mexico. Problem solving and where appropriate switch work will be at the heart of exploration sessions.

Senses sessions will be planned specifically to each pupil's needs and will involve areas such as Occupational Therapy and Physiotherapy.

Each pupil has an individual curriculum; this will be sent home so you can see how the curriculum specifically works for your Young Person.

### **Science**

This term we are learning about the Animal Kingdom around the world. Pupils will be learning all about the different physical characteristics of a wide range of different animals and use this to learn to categorise these animals. They will be learning and researching the difference between things that are alive, dead and have never been alive and how different animals are able to survive in different environments, based on their ability to feed, hunt, hide and move. We will also use the lessons to visit the chickens and the wildlife area to carry out experiments to apply this understanding in practice. For some students we will be starting to learn about how and why a range of different animals have become extinct and how different animals have evolved over time.

### **Drama**

This term in Drama we will be developing our performance skills through studying the conventions of Greek Theatre and modern day innovative theatre companies. We will be improving our ensemble skills through physical theatre and Greek chorus. We will also draw on modern theatre companies' work, such as Complicite and Frantic Assembly, to bring Greek stories to life through gesture, movement, music and the spoken word.

### **Art**

Students will explore different artists' work including Jon Burgerman, Pablo Picasso, Andy Warhol and Francis Bacon. Looking at these different artists and the art movements they created pupils will begin creating their own personal response to the work they have looked at. During these processes pupils will explore mark-making, painting, drawing, tonal studies, photography and abstract expression. They will move on to invent their own Art form and develop a final study based on their favourite image, materials and style of work.

### **PE**

*Please could you ensure that all PE kit is clearly labelled with your son/daughters name or initials.*

Tarrant Adventurers, Explorers and Palmer  
Over the year they will have the opportunity to take part in:

- Rebound therapy weekly sessions
  - Hydrotherapy weekly sessions
- Other activities organised by the class team

### **All other classes**

Each class has one 45 minute PE session a week alongside Friday morning

streamed PE. During the weekly sessions they will be taking part in Tri Golf. Students develop a range of skills through exciting activities based around an adapted version of golf.

On Friday mornings Key Stage 3 students from Sutton, Madejski, Middleton, Winslet, Fletcher are split into 4 streamed ability groups.

Over the year they will take part in some of the following activities:-

- Canoeing or Archery and Climbing
- Tennis
- Tag Rugby
- Football
- Athletics
- Ball skills
- Trampolining and Rebound Therapy
- Gymnastics
- Rounders



All students will also attend a series of sessions at the local adventure centre where they will take part in either canoeing or archery and climbing. These activities are adapted to suit all of our students.

Further information will follow when it is your son/daughters turn to access the above activities that need different equipment to normal PE kit.

#### **PE Kit**

- T-shirt and PE top (jumper or sports jacket)
- Shorts or sports trousers
- Trainers

If you have any questions do not hesitate to contact the PE department at school.

#### **Palmer**

This term's topic is 'Inventors and Explorers'. Palmer class will be taking advantage of the good weather to further develop understanding of the world around us. We will be exploring the new secondary playground, the school grounds and local community. The emphasis will be on the geographical and environmental features around us. Some pupils will continue their work at Earth Trust. In food technology we will be cooking and tasting foods from around the world, including varieties of dips, fruits and vegetables. All pupils will continue to

follow individualised learning programmes to develop their skills. In PSHE pupils will be learning about their bodies and beginning to think about the changes that occur as they grow up. Some pupils are accessing the Life Skills rotations on a Monday afternoon. Weekly swimming, rebound therapy, drama, music and art will all continue.

#### **Middleton**

Middleton Class is the Nurture Group within Key Stage 3. Our aim is to assist all our students to access their lessons across the school day with the necessary support from staff that know and understand their individual learning styles and needs. Our class room is set up to provide a place where students can return to discuss any issues, reflect on their learning and look at their individual targets. We have space for everyone to express themselves and a quiet corner which is often used for deep discussions!

#### **Winslet**

This term, Winslet class will be following the story of 'Around the World in 80 Days', 'visiting' Egypt, India, Japan and America; exploring each culture through cooking, stories, experiencing music and costumes. Our Maths work will follow Time and sequencing events, thinking about our own routines. Science will be a Biology based topic, looking at animals and their different environments; 'exploring' the different environments on Earth and the animals that live there.

#### **Adventurers**

We will explore the Key Stage 3 topic 'Inventors and Explorers' through the story of 'Visiting the Outback' in Australia. Pupils will have opportunity to participate in multi-sensory story when we will encourage communication of individual pupils and exploration of various sensory resources related to the story including wearing costumes and preparing individual props. Individual communication will be promoted throughout the whole school day during various routines such as breakfast/snack times and mealtimes. There will be regular Tuck Shop session when pupils can work on picture exchange according to their relevant PECS phase.

The class will gain a sense of adventure by exploring the tale of Huckleberry Finn. Each week we will be taking a different element of the story such as the river or camping and act out elements and explore some of the different themes through sensory Art activities.

We will have regular cooking sessions when we will encourage pupils to prepare their favourite simple meal as independently as possible.

We will have regular off site trips to local woods, play parks and local shops where we will gain experience of road safety; becoming aware of traffic and