

Key Stage 3



Autumn 2015 Curriculum

English

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



This term the topic is “Festivals.” Some pupils will read and respond to a variety of texts focusing on festivals in this country and in other cultures. These may range from The Enormous Turnip and Pumpkin Soup linked to Harvest Festival, to longer texts such as The Firework Maker’s Daughter linked to the Chinese Moon Festival. We will also take opportunities to look at non-fiction texts such as firework safety leaflets as well as reading and responding to a range of performance poetry and ‘performing’ poems and rhymes using music, singing or actions.

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 main characters in the stories. Other tasks will encourage students to use and develop imagination and prediction skills. Students will record their ideas through drawing, using symbols and words, or creating short films or animations. Some pupils will also explore the use of language and create simple stories using pictures, words or symbols.

Mathematics

Circles and Triangles

This term in Mr Taylor’s Maths groups, we will be looking at developing and consolidating knowledge of number patterns and relationships. Students will be looking at the relationship between addition and subtraction, working with number bonds to 10, 20 or 100, building an understanding of place value and creating and solving problems related to these.

In our shape and measurement work we will be working with metres and centimetres to estimate and measure length and height. Students will work extensively to relate maths problems to their own experience and to solve meaningful real life scenarios.



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.

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

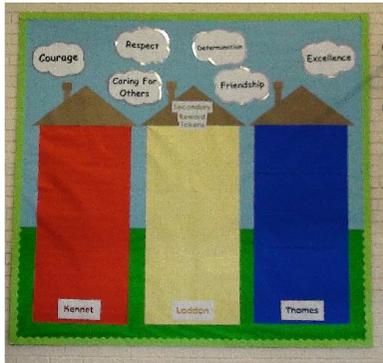
SMSC is embedded throughout the Key Stage 3 curriculum.

<p>Spiritual – This covers the following areas:</p> <ul style="list-style-type: none"> ● <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> ● <i>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</i> ● <i>Use of imagination and creativity in their learning</i> ● <i>Willingness to reflect on past experiences</i> 	<p>Moral - This covers the following areas:</p> <ul style="list-style-type: none"> ● <i>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.</i> ● <i>Understanding of the consequences of their actions.</i> <i>Interest in investigating and offering reasoned views about, moral and ethical issues</i>
<p>Social – This covers the following areas:</p> <ul style="list-style-type: none"> ● <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> ● <i>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</i> ● <i>Interest in, and understanding of, the way that communities and societies function at a variety of levels.</i> 	<p>Cultural – This covers the following areas:</p> <ul style="list-style-type: none"> ● <i>Understanding and appreciation of the wider range of cultural influences that shaped their heritage.</i> ● <i>Willingness to participate in and respond to, (for example,) artistic, musical, technological, scientific and cultural opportunities.</i> ● <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>
<p>Examples of how we deliver this outside of lessons in Key Stage 3 are:</p>	
<p>Whole school/ Key Stage assemblies Cross Curricular days Celebrating and investigating a wide range of religious ceremonies through activity afternoons. A variety of different trips including residential experiences. Storytelling 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.

Weaving the theme of festivals into some of our work, we will also be focusing on time: time of year, time of day, analogue and digital.

With Mr Uren, pupils will be studying money. Students will learn to recognise coinage and notes. They will experience 'shopping' within a classroom situation through role play. They will also learn the notation for money as well as decimals. In addition to this and where appropriate unit fractions will be introduced. Students will also learn how to solve simple problems involving money.



PSHE

Year 7

Personal identity

Pupils will be encouraged to recognise both external and internal qualities about themselves. They will celebrate their strengths and recognise things they find more difficult.

Safety In the home

Identifying potential hazards in the home and learning how to be safe

Year 8

Bullying

Pupils will begin to learn about differences and similarities between themselves and others. They will identify kind and unkind actions, identifying different types of bullying thinking about what to do should they see, or be victim to bullying.

Safety outside the home

Pupils will consider how to keep safe when 'out and about'.



Year 9

Bullying

Pupils will develop their knowledge from Year 8 and continue to learn about bullying. For some pupils they will also discuss ethnic diversity and racism.

Personal safety

Pupils will build on their knowledge from Year 8, revisiting, and developing road safety skills, their understanding of the emergency services, and asking for help. Some pupils will also discuss safe internet use and mobile phone security.

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.

Social Skills

Pupils participate in one session of Social Skills each week, within tutor time. 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.

Science

In Science this term, we will be learning all about forces and magnetism. Students will partake in lots of practical, hands on lessons learning about a range of push and pull forces. This will be extended to learning more specifically about forces such as friction, gravity, upthrust and air resistance. We will be working on developing a deeper understanding of how and why forces act on a range of objects with different properties and then relating them to real life situations. We will also be learning and experiencing all about magnetism, learning about magnetic and non-magnetic materials and attraction and repulsion of magnets.

We will extend the learning to introduce north and south poles of magnets and again will relate our learning of how magnets work to real life situations where magnets are used and play a role in our way of life.

There will be a focus on scientific enquiry again this term, encouraging our pupils to make predictions with reasons about what they think will happen in a range of experiments and to start thinking about how to plan experiments for themselves.



Drama

This term in Drama we are celebrating festivals by taking a cast of students to take part in the Shakespeare Schools Festival at the Corn Exchange, Newbury in November. All MLD classes will be exploring the chosen play, The Tempest, through movement, music and



Tarrant Explorers

This term The Explorers will be exploring world festivals through each Sensory Therapeutic curriculum area. During Drama we will be discovering the story of St George's Day; we will be activating and exploring a range of props such as the Dragon's nostrils smoke machine. In art we will be making Art installations: choosing favoured stimuli; lights, material, natural materials, to build up the installations, and have time to explore them at the end of the lesson. We will also experience the Holi Festival of colour through exploring powdered paint. In cooking we will be operating a switch activated popcorn maker and making falafel by exploring all of the ingredients.



Our sensory story this term is based on going to an English music festival; this will involve activating music, playing instruments, face painting and hiding in tents, using the interactive studio to create rain effects. We will be parading in Rio de Janeiro and dance to Samba music; using a range of samba songs, props and movements.

In science we are celebrating Diwali in the Interactive Studio by tracking and exploring a range of light stimuli. During Tac Pac we will experience a broad range of world music and festivals with tactile objects to correspond with the music such as La Cucaracha with fans for the Day of the Dead in Mexico, and Nirvana under a parachute for Reading Festival. I

In PE lessons we will track, navigate around or through 'fire' hoops, and track, block, reach for or hit balloons. Music will focus heavily within the topic, we will; make a class song / album by recording our sounds and putting them together to listen back to; playing musical instruments; listen to a range of music from heavy metal to traditional Japanese music; enjoy a Harvest festival music story and will engage with a partner in musical interactions.

Our community trip will be a visit to Forbury Gardens to perform our parachute songs and games at the Band stand where we will generalise our skills in a less familiar environment.



development promoting relaxation and the opportunities to engage in a breadth of activities.

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!

Tarrant Adventurers

We will explore the Key Stage 3 topic 'Festivals' through the story of 'Here comes the circus'. Pupils will have the opportunity to participate in a multi-sensory story that will encourage the communication of individual pupils and exploration of various sensory resources related to the story; including making clown props, costumes and parachute games. Individual communication will be promoted throughout the whole school day during various routines such as breakfast/snack times and mealtimes. The topic will give pupils the opportunity to take part in experiencing religious festivals from around the world and various art and design associated with different cultures. The story of circus will facilitate opportunities for emergent counting, sorting and sequencing activities.



There will be a regular Tuck Shop session when pupils can work on picture exchange according to their relevant PECS phase. We will have regular cooking sessions when we will smell, taste and touch various circus treats and we will also try to make some treats ourselves.

We have planned regular off site trips to local shops, parks and garden centres where we will gain experience of road safety; becoming aware of traffic and participating in 'safe crossing' exercises on zebra crossings and at traffic lights. We will also use PECS when we 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 have regular swimming and PE session once a week when we will get active and we will explore various sports equipment.

The students will have access to weekly music sessions and visit the sensory studio to work on appropriate play and interaction.



improvisation around the text. We will also consider how to create the environment of the play through using our own bodies and simple props. This will lead into looking at symbolism on stage.

Art

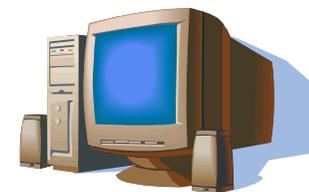
All pupils for the first 1/2 term will be focusing on the Fundamental Elements in Art. This will include colour theory, drawing techniques, mark making, light, shade, rendering and painting styles. We will be researching and studying a series of Art movements and professionals, forming opinions and learning techniques surrounding their specialisms. We will then be moving on to the topic this term of Festivals. Our focus will be on masks worn during festivals around the world. We will research different cultures and religions which use masks symbolically during celebrations. Our pupils will then be focusing on creating a final piece of work which will reflect all of their learning this term. The most impressive work will be exhibited at the Christmas Showcase.

Computing

This term in Computing students will be working on a range of topics. Year 7 students will be developing their understanding of a range of computing environments and technology; desktop computers, laptops, iPads, recording devices and how these can be connected and content transferred between them. Students will learn how to create, manage and edit files. They will also learn how to connect devices and peripheral equipment and make judgements on the most appropriate technology to complete a range of tasks.

In Year 8, students will be working with a range of information to create, manage and edit databases. Students will collect and collate information for data entry and use different software applications to enter, edit, sort and report on these data.

Year 9 students will be developing basic programming skills. Starting with instruction scripts, they will work towards creating scripts to control game characters, remote control devices and, in some cases, more advanced code to create executable programs.



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

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.

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

SRE - Relationships and SRE – Sarah Strudley

This term Sex and Relationship Education (SRE) will be taught by Sarah Strudley and Bruce Taylor on a Friday afternoon in single sex groups. Individual classes will have Relationships lessons on Monday afternoons with Mrs Strudley.

This year the course for KS3 will include sessions on:

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

Cross-Curricula Days -This year, we plan to organise Cross Curricular Days in slightly different way, drawing on the talents and skills of the staff in KS3 and indeed parents and carers! We will distribute information closer the time, but if any of you have an interest or talent that you'd like to share with the pupils as part of a cross curricular day, whether it be cooking, break - dancing, singing, sculpture, film making etc. please contact Angie Hunt or Peter Masaryk.

Physical Education

KS3 PE – 2015/2016

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 students will be working through a programme designed to develop our student's fundamental movement skills, called FUNS.

On Friday mornings Key Stage 3 students from Sutton, Madjeski, 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.

We will also be offering cycling training which will include Bikeability level 1 training during the year for those that are capable of accessing it. We will also offer offsite swimming for some 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

Tshirt 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

The term's topic of Festivals is very exciting for Palmer Class. We will be exploring the cultures, celebrations and traditions from around the world through our cooking, art and music sessions. Communication remains at the forefront with the pupils experiencing a variety of stories from around the world delivered through a multi-sensory approach. A real focus is on the generalisation of skills into real life context. As part of this some pupils will visit Earth Trust weekly learning through the outdoors. For others the development of physical skills to promote independence is a priority. Games and activities to promote healthy friendships as well as work to understand personal boundaries and self-regulation will be the core of the PSHE curriculum this term. Regular swimming, visits to the interactive studio and daily YOGA will enrich learning and