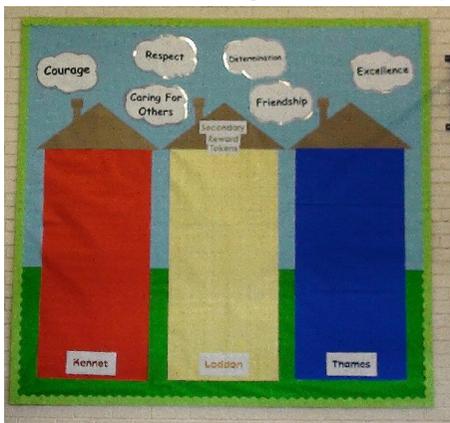


Rewards

**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.

The most prestigious award in Key Stage 3 is 'Star of KS3'. This is awarded 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, 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

Key Stage 3



Spring 2016 Curriculum

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

SMSC is embedded throughout the Key Stage 3 curriculum.

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"> • Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. • Use of imagination and creativity in their learning • Willingness to reflect on past experiences 	<p>Moral - This covers the following areas:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives. • Understanding of the consequences of their actions. • Interest in investigating and offering reasoned views about, moral and ethical issues
<p>Social – This covers the following areas:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio- economic backgrounds. • Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. • Interest in, and understanding of, the way that communities and societies function at a variety of levels. 	<p>Cultural – This covers the following areas:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wider range of cultural influences that shaped their heritage. • Willingness to participate in and respond to, (for example,) artistic, musical, technological, scientific and cultural opportunities. • 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

Examples of how we deliver this outside of lessons in Key Stage 3 are:

- 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

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.

Sex and Relationship Education

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-Curricular 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 are hoping to include a ‘Historical’ theme into our Cross curricular day this term. 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.

We look forward to hearing from you!!

tomb.

During Tac Pac we will learn body awareness, communicate and respond to tactile stimulus through the theme songs for Big blockbuster movies; we will have Rocky shoulder massages, feel the effects of Stars light speed wind and hide in and out of material like James Bond.

Cooking will encourage communication, thinking skills and exploration where we; 'Eat the Ads'. The session will make links between advertisement jingles and the food involved. Largely based around cereal, we will explore the cereal through taste, touch, smell and explore by adding different things into the cereal.

Art will also encourage communication, thinking skills and exploration, we will be working with clay and other materials to make hand prints for our 'Tarrant Explorers Walk of Fame'. We will also be exploring black and white tactile objects and looking at black and white movie projections in the dark room.

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

English

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



This term the topic is "In the Frame". Pupils will read and respond to a variety of texts focusing on art and film as well as stories related to pictures. These may range from biographies to Camille and the Sunflowers or Alice in Wonderland. Later in the term students will study 'Charlotte's Web' to prepare for the secondary performance. We will also take opportunities to look at non-fiction texts such as news articles 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

This term in Mr Taylor's Maths groups will be consolidating their knowledge of place value and using this to support addition and subtraction of larger numbers. They will also be approaching problems and using estimation skills to find approximate answers. Pupils will be encouraged to use what they know to find less than precise answers that will inform their decisions regarding time and money; examples such as "how much money do I need to buy bread and milk at the shop? In measurement work we will be looking at mass and weight.

In addition to this there will be weekly lessons to develop money handling skills.

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.

Incorporating the theme of 'In the Frame' into some of our work, we will be using the work of the artist Kandinsky to develop understanding of shape, measurement, fractions, symmetry and directional language.

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 word problems.

PSHE

Year 7

Personal

This will include work on diet and exercise as well as drugs and alcohol education.

Hygiene

Pupils will learn about keeping themselves clean and tidy; thinking about personal hygiene, sun safety and keeping their clothes clean.

Year 8

Personal

This will include work on diet and exercise and will include healthy eating. Pupils will also continue with lessons on drugs and alcohol education.

Hygiene

Pupils will learn about keeping themselves clean and tidy; thinking about personal hygiene, sun safety and keeping their clothes clean.

Year 9

Personal

Pupils will continue their work on diet and exercise and drugs and alcohol education. They will also learn some basic First Aid.



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. During other activities related to our topic we will be exploring a range of artists through hands on craft activities. Pupils will experience and choose their favourite movie themes, and we will create short movies based on their interests.

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. We will have regular cooking sessions when we will cook, smell, taste and touch various treats from the Victorian era.

We have planned 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 participating in 'safe crossing' exercises on zebra crossings and at traffic lights. 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 have regular swimming and PE session once a week when we will get active and we will explore various sports equipment.

Tarrant Explorers

Tarrant Explorers will be looking at blockbuster movies and television for the theme 'In the Frame'. The ethos of our curriculum is Sensory, Therapeutic, Personalised Learning, so each pupil will have their own individual curriculum plan to follow. The main learning areas that we work towards include: Communication; Thinking skills; Exploration; and Self Help and Independence Skills. We will have time to: self-occupy, self-regulate, explore, experience and attend therapy sessions.

Group sessions this term include:

Sensory Drama we will be encouraged to communicate, react to stimulus, make choices, explore, and most importantly enjoy. We will be entering the temple of doom drama studio as India Jones: we will move through tunnels, be tickled by cobwebs, search for our treasures, be squashed by boulders, and enter a dangerous snake pit before leaving the dangerous

sessions.

In science, we are looking at materials and what things are made of around the school. We will be investigating hardness of rocks and testing them using vinegar and lemon juice. We will also start building basic circuits, investigating whether different materials conduct electricity.

Palmer

During the Spring term 2016 we will be working on the topic, 'In the Frame' Topic across all subjects.

We are approaching the 'In the Frame' topic from the perspective of black and white silent movies. In addition, our focus will be on monochrome art, music associated with silent movies and dressing up in the style of said movies.

During Literacy, Drama, Music and Art we will be looking at the silent movie genre, making our movies, taking photos, dressing up/role play/re-enactments and looking at artists such as Max Escher in art. We will also be listening to music associated with silent movies and attaching emotions to it.

In addition to our usual numeracy activities we will be concentrating on recognising numbers and ordering them.

Some of the class attend Earth Trust every week and they will be starting an exciting conservation project which we will be entering into a local competition, so keep your ears and eyes peeled for news of that in July!

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 'In the Frame, through the story of 'Alice in the Wonderland. Pupils will have opportunity to participate in a multi-sensory



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

During this term there will not be any SRE lessons; these will restart in the summer term.

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

Disability Awareness

On Friday afternoons pupils will have lessons about 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.

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.

Computing and ICT

This term pupils will be looking at technology around the term's theme of "In the Frame". This will involve looking at camera and projection technology, taking photographs using different media and seeing how light plays a role in all of these.

In addition, student will continue to work on their keyboard and coding skills.

Science

In science this term, we will be investigating materials. There will be a large emphasis on recognising and describing materials and moving on to analysing different materials and their effectiveness at being used for different purposes based on these properties. We will be encouraging pupils to explain why materials should not be used for certain purposes based on a number of different physical properties, through which we will discover through practical work.



We will also be deepening our learning towards rocks in both natural and manmade situations, learning how rocks are useful for humans and the rock cycle and formation of volcanoes; this in turn provides opportunities for practical activities based on how volcanoes work and the formation of crystals in rocks and in the classroom.

We are also encouraging pupils to take ownership of their own practical lessons and improve their problem solving skills this term. We will do this by teaching pupils to make steps towards suggesting their own ideas for how to plan an experiment and find out the answers to different scientific questions and reflecting on their own plans.

Drama

This term in Drama we are working on our secondary production of "Some Pig". Whilst blocking scenes and choreographing dances will be a huge part of our work, we are also going to focus on simple drama techniques to develop our characterisation skills in performance. Another

key aspect will be developing our vocal skills: projection, articulation and supporting our voices with our breathing.

Art

In Art we will be focusing on this years school production of Charlotte's Web. During lessons we will be making costumes, props and scenery to contribute to the play. Pupils will be involved in the design and creation of art work to sell at the event and gifts for our guests. Students will work with a range of materials including clay, glaze, textiles, decoupage and 3D card work. They will develop a range of skills with each of these mediums and gain the experience of independent and collaborative work.

Music

In Music we will be focussing on this year's school production of Charlotte's Web. During lessons we will be learning songs, exploring theatrical sound effects and working on performance skills. Students will work with vocal techniques, voice projection, character work, stylised singing and diction. In addition we shall be studying the period of music depicted in the songs from the show which is "pop music in the late 60's". Students will have the opportunity to work in small groups and as a larger choir.

KS3 PE – Spring

Please could you ensure that all PE kit is clearly labelled with your son/daughter's name or initials.

Winslet

This term, we are following the 'In the Frame' Topic across all subjects. We will be looking at the story of Alice in Wonderland, acting and role playing the story with lots of sensory activities alongside speaking and listening opportunities. We will also be looking at new social sight words - identifying new words and finding out where we might see them in the community and how they can help us be more independent. We are also starting a new 'Colourful Semantics' scheme of work, to help us understand how to write more detailed sentences.

In maths, we will be looking at positional language and time, using 'Alice in Wonderland' as a basis for lots of activities. We will be doing lots of timing activities and also measuring and weighing in our cooking