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| **Subject**  | **Topics** | **In school** |
| RE | New LifeBuilding BridgesHinduism week – God’s People | The children will be exploring the meaning of Pentecost and how the Apostles felt and spread God’s message even in the face of persecution. They will learn about the importance of Baptism and the story of Paul and hoe the power of the Holy Spirit helps Christians today.We will be looking at ways in which we build bridges of friendship and how if that friendships begins to fade what we can do to strengthen that friendship. The children will be learning about how we can build bridges of friendship and goodness through our thoughts and actions. The children will be learning about the Sacrament of Reconciliation and how important it is to build bridges through acts of forgiveness.The children will be learning about Hindu stories and Sanskrit writingThe children will be learning about and discussing how ordinary people can do extraordinary things. The children will be learning about Christians being invited to be Saints and how ordinary people can show us how God wants us to live. |
| Maths | DecimalsMeasurement – MoneyMeasurement - TimeStatisticsProperties of shapeSymmetryPosition and Direction  |

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The children will be recognising and writing decimal equivalents to fractionsTo find the effect of dividing 1 and 2 digit numbers by 10 and 100Rounding decimals to the nearest whole number, comparing and ordering numbers with up to 2 decimal places.The children will be solving simple measure and money problems using fractions and decimalsEstimate, compare and calculate different measure including money in pounds and pence.The children will be reading, converting and writing different units of measure of time, converting time between 12 and 24 hour clocks. They will be solving problems including different measures of time.Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down. Plot specified points and draw sides to complete a given polygon.  |
| English | Non chronological reportsMyths & LegendsPersuasive WritingNonsense poemsPoetry by heartStories from other cultures | The children will be investigating non-chronological reports (non- fiction texts that are not written in time order e.g. encyclopaedias, information texts on animals, countries etc). They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information. Your child could write a report on something that really interests them e.g. horse riding, Minecraft, looking after animals etc.The children will be researching mythical creatures and looking at features of myths and legends. They will be looking at and exploring changes in tense and the present perfect tense. They will be looking at and using powerful adjectives and verbs to write descriptive paragraphs. The children will be recording direct speech and reading a range of work within the genre, looking at features of persuasive writing and argumentsThe children will be exploring prepositions and possessive apostrophesThe children will be learning about conjunctions writing and performing a presentation, look at features of information texts headings, sub headings etc. They will be writing reports editing and redrafting their work.The children will be taking part in class discussions and looking at both sides of an issue. They will be looking at tense choice in non-fiction texts and exploring the perfect and simple forms of past tense. They will be analysing, recognising and exploring the features of persuasive writing including emotive language and rhetorical questions. The children will write their own persuasive text and take part in a class debate.We will be exploring poems by Edward Lear and Lewis Carroll, looking at nonsense words and identifying and extending adverbial phrases e.g. Later that morning, the very next day the bell was rung fast and well, just before midnight the bell tinkled etc. We will be looking at classifying verbs, nouns and adjectives and performing poems from memoryThe children will be looking at the difference between compound and complex sentences and using conjunctions to extend their sentences e.g. They decided to work together to build a small but strong hole that they could all fit through, although the bigger cat couldn’t. They will also be looking at stories that carry hidden meanings and exploring and using fronted adverbials e.g. Suddenly, the cat pounced. Early one morning, ...During the night, the hunters had approached the clearing. |
| Computing | We’ve got the power (e safety, DC)Heroes (CS)  | In this computing activity we will be exploring the power of social media as a force for good. We will ask children to start a campaign to correct one of the many wrongs in our world and use social media to gain support and gather momentum for their cause.In this computing activity, children will blend creative writing and coding to produce their own interactive animations. |
| Science | **Why is the sound that one direction makes enjoyed by so many?**Sound | The children will:* identify how sounds are made, associating some of them with something vibrating
* recognise that vibrations from sounds travel through a medium to the ear
* find patterns between the pitch of a sound and features of the object that produced it
* find patterns between the volume of a sound and the strength of the vibrations that produced it
* recognise that sounds get fainter as the distance from the sound source increases.
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| History | Who were the early lawmakers? | The children will learn about the different types of crime and punishment from the Anglo Saxons to the present day. |
| Music | Ancient WorldsSinging SpanishCommunicationTime | * During this topic the children will be focussing on the structure of music, how it is split into verses and chorus. They will be comparing differently structures pieces of music
* The children will be investigating the pitch of music. They will be singing as part of a group and exploring accompaniment singing.
* The children will be composing and performing their own music, looking at the rap style of music.
* The children will be looking at the beat. metre and rhythm of a variety of pieces of music
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| Geography  | Earning a living | The children will learn about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| Art | **Collage**Mosaics | To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. |
| Design Technology | **Cooking and Nutrition**What is your favourite kind of pizza? | Cooking and NutritionPupils should be taught to:Understand and apply the principles of a healthy and varied dietPrepare and cook a variety of predominantly savoury dishes using a range of cooking techniquesUnderstand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| PE | AthleticsOutdoor and Adventurous Activities | **Athletics**:Sprint over a short distance up to 60 metres.Run over a longer distance, conserving energy in order to sustain performance.Use a range of throwing techniques (such as under arm, over arm).Throw with accuracy to hit a target or cover a distance.Jump in a number of ways, using a run up where appropriate.Compete with others and aim to improve personal best performances. **Outdoor and Adventurous Activities**:Arrive properly equipped for outdoor and adventurous activity.Understand the need to show accomplishment in managing risks.Show an ability to both lead and form part of a team.Support others and seek support if required when the situation dictates.Show resilience when plans do not work and initiative to try new ways of working.Use maps, compasses and digital devices to orientate themselves.Remain aware of changing conditions and change plans if necessary. |
| French | Animal CarnivalWhat’s the weather? | The children will* Explore and learn the names of the carnival animals
* Consolidate their knowledge of the colours
* Read, understand and say descriptive phrases about the animals
* Ask and answer simple questions about themselves and time
* Be learning how to tell the time
* Learn the phrases and names of the animal’s habitats
* Explain about the habitats of the different animals
* Consolidate their existing knowledge of weather terms
* Explore some new terms for different types of weather
* Be able to describe the weather
* Ask and answer questions about the weather
* To learn how to say the temperature
* Learn the numbers 31-40
* Hear the story, The wind and the sun, and learn and use the terms in the story

To learn the terms for items of clothing |

• An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

• The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

• The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a

range of sources.

• The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

• A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why

people interpret the past in different ways.

• A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

• A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

**Support**

**Generic history skills**

**Challenge**

**Years 7, 8 and 9**