

Selwood Academy

Curriculum Guide

2020-2021

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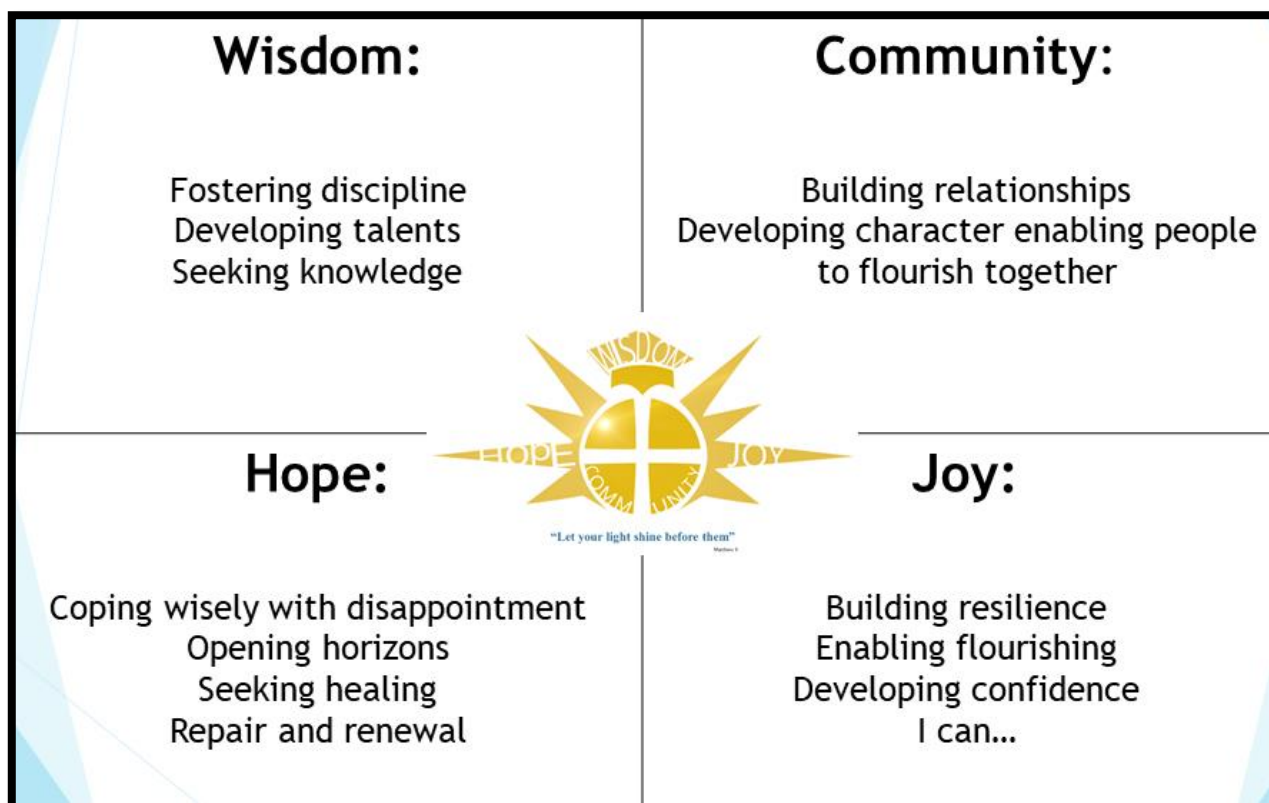


“Let your light shine before others”

Matthew 5 v 16

Vision

At Selwood we are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together. Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.



School Day

Years 6-8		Year 5	
08:40	Registration	08:40	Registration
08:45	Lesson 1	08:45	Lesson 1
09:45	Lesson 2	09:45	Lesson 2
10:45	Morning Break	10:45	Morning Break
11:05	Lesson 3	11:05	Lesson 3
12:05	Lesson 4	12:05	Lesson 4
13:05	Lunch	12:45 – 13:25	Lunch
		13:25 – 13:45	Daily Reading
13:45	Registration /Assembly /Act of Worship		
14:10	Lesson 5	14:10	Lesson 5
15:10	Dismissal	15:10	Dismissal

(COVID) School Day Arrangements:

Day Timings

Year 5 & 6		Year 7 & 8	
8.45-9.00	Tutor Time/REG	8.55-9.00	Tutor Time/REG
9.10-9.45	Lesson 1	9.10-9.45	Lesson 1
9.45 – 10. 20	Lesson 2 (pt. 1)	9.45 – 10.45	Lesson 2
10.20 -10.40	Break	10.45-11.05	Break
10.40 – 11.05	Lesson 2 (pt. 2)		
11.05 – 12.05	Lesson 3	11.05 – 12.05	Lesson 3
12.05 – 12.45	Lesson 4	12.05 – 1.05	Lesson 4
12.45-1.25	Lunch (12.45-1.05 in classrooms)	1.05 – 1.45	Lunch (1.05-1.25 In classrooms)
1.25 – 1.45	Lesson 4 completion /		
1.45 – 2.10	Tutor Time/ AoW	1.45 – 2.10	Tutor Time/ AoW
2.10 – 3.00	Lesson 5	2.10 – 3.10	Lesson 5

Curriculum Time

Subject	Year Group			
	5	6	7	8
Numeracy	6	6	3	3
Literacy	5	5	3	3
Art	1	1	1	1
Computing	1	1	1	1
Drama	1	1	1	1
Geography	1	1	2	2
History	1	1	2	2
Languages	1	1	2	3
Music	1	1	1	1
PASHE	1	1	1	1
PE	2	2	2	2
RPC	1	1	1	1
Science	2	2	3	3
Technology	1	1	2	1
	25	25	25	25

Pathways & Teaching Groups

When appropriate, the school assigns each pupil to a 'pathway' to best support them in their learning. In year 5, pupils are initially taught in tutor groups in literacy and numeracy and this is monitored carefully. Pathways may be formed later, should it be required to support the pupils.

Taught in Tutor Groups:	Literacy Pathway:	Numeracy Pathway:	
YEAR 5			
In Tutor Groups	ENGLISH	MATHS	
Art, Computing, Drama, French, Music, R&P, Technology, PASHE, PE(B&G), Science	FRME	FRME	
	SLW	SLW	
YEAR 6			
In Tutor Groups	ENGLISH (inc. Humanities)	MATHS	
Art, Computing, Drama, French, Music, R&P, Technology, PASHE, PE(B&G), Science	A1	A1	
	A2	A2	
	A3	A3	
	B1	B1	
	B2	B2	
	B3	B3	
YEAR 7			
In Tutor Groups	ENGLISH & FRENCH	MATHS	PE
Art, Computing, Drama, Music, R&P, History, Geography, Technology, PASHE, PE(B&G), Science	A1	A1	FR
	A2	A2	
	A3	A3	
	B1	B1	ME
	B2	B2	SL
	B3	B3	
YEAR 8			
In Tutor Groups	ENGLISH & FRENCH	MATHS	PE
Art, Computing, Drama, Music, R&P, History, Geography, Technology, PASHE, PE(B&G), Science	A1	A1	FR
	A2	A2	
	A3	A3	
	B1	B1	ME
	B2	B2	SL
	B3	B3	

Materials/ equipment

Part of being well organised means bringing all of the equipment needed for the school day. It is important for pupils to check their timetable and ensure that the correct equipment for the next day is all packed the night before.

- Fountain or handwriting pens (one blue and one black ink) - no biro's please
- A pencil, ruler and an eraser.
- A set of colouring pencils.
- Pupils are encouraged to bring containers (preferably not 'one use plastic') of water into lessons and they may drink from these bottles as appropriate.
- Pupils are also encouraged to bring in their own earphones to help support lessons in ICT suites.
- Pupils must bring their Link Book every day.
- Pupils should always keep a reading book in their school bag as we encourage reading at every opportunity.
- Equipment should be taken to and from school in a sensible bag, ideally a rucksack with two shoulder straps so that the load can be spread evenly. We recommend that PE kit is brought in a separate bag.

Pupils require the following PE kit:

- **Footwear:** Pupils will require a pair of sports trainers and studded boots for PE lessons.

Sports trainers should have good grip and be cut below the ankle. High tops, daps, plimsolls or casual wear trainers are not permitted.

Only studded boots or blades can be used on the 3G pitch. The studs/blades must be made of plastic or rubber. No metal or metal tipped studs or blades are permitted.

Studded boots are strongly recommended for all hockey, football and rugby lessons.

- **Socks:** knee length royal blue socks.
- **Shorts:** Royal blue in colour.
- **Shirt:** Royal blue and white, long sleeved rugby style shirt for the autumn and spring terms. A white polo shirt in the summer term.

Personal Protective Equipment (PPE)

- Pupils are strongly advised to wear a mouth guard for hockey and rugby lessons.
- Pupils are strongly advised to wear shin pads for football and hockey lessons.
- All jewellery and piercings need to be removed for health and safety reasons.
- Hair bands must be worn by those who have long hair which has the potential obstruct their vision.

Additional clothing: Due to limited indoor space, the majority of PE lessons are outside. Pupils are encouraged to bring additional layers during the winter months to keep warm. At the discretion of the PE teacher, pupils may wear hats, gloves, jogging or tracksuit bottoms over the top of their shorts (plain navy blue or black). Pupils may wear thermals and lycra base layers in navy blue or black. All additional layers must be worn underneath the academy PE shirt. No hoodies or coats can be worn for health and safety reasons.

Homework arrangements

- No more than 30mins per evening at KS2.
 - No more than 1hr at KS3.
 - All homework must have 1 week for completion.
 - Maths, English, Science, Humanities and Languages will set regular homework at KS3. Other subjects may set enrichment/extension homework when it supports learning.
 - Homework will be set in English and Maths at KS2.
 - Should pupils be set more than one homework on one day, it is up to the pupil to organise their times during the week to make sure deadlines are not missed.
 - It is at the discretion of the teacher when homework should be set, according to their own work schedule.
 - It is at the discretion of the teacher (depending on the nature of the homework) to offer a 'day's grace' if the deadline is missed.
 - As usual, teachers will monitor homework completion by their classes. Persistent homework failure will be tracked. Heads of Faculty/CTLs will monitor and support persistent failures to complete homework within their faculty.
-

Maths:

KS2:

1. Basic Skills Worksheet (double-sided and differentiated): One side is more challenging than the other, and we are asking students to attempt both.
2. Times Tables Rock Stars: 10 min per week
3. Additional MyMaths lessons may be set by each class teacher as needed to revisit key skills.

The Basic Skills worksheets and MyMaths lessons are being set with an aim to bridge learning gaps.

KS3:

1. Pearson Worksheets (double-sided and differentiated): These will be practicing the topics we are studying during lessons, and there are 3-levels, Support/Core/Depth.
2. Additional MyMaths lessons are being set for the entire year group to revisit key skills.
3. Basic Skills Worksheets are available on the website (and can be printed) to practice key skills.
4. A Challenge MyMaths group is available with weekly lessons to extend learning.

The Basic Skills worksheets and MyMaths lessons are being set with an aim to bridge learning gaps.

English:

KS2: Weekly

- 1 x spellings
- 1 x reading comprehension
- 1 x 30 mins (at least) Reading
- 1 x Grammar and Punctuation

KS3: Weekly

- 1 x 45 mins (at least) reading
- 1 x Grammar, punctuation and spellings
- 1 x Reading comprehension

Languages:

KS2: Homework is set when it is relevant to support learning

KS3: Homework is set on a regular basis (usually once a week) when it is relevant and supports learning.

Homework tasks may include:

- Learn/revise spelling and meaning of key vocabulary
- Learn/revise the rules of a specific grammar point or conjugation
- Content specific worksheets
- Research activity about cultural aspects (e.g. famous author, facts about the country)
- Log on and practise topic content through Linguascope
- A piece of written work to assess learning and recall.
- Learn/revise notes for speaking assessment
- Teach specific key vocabulary to a member of their family
- Create a mind map of topic content.
- Project: Create a 'French for Dummies' (e.g.) explaining a specific grammatical or conjugation rule
- Revision of a topic for an assessment
- Finish/improve a piece of work (independent development of work)

Humanities: bi-weekly

- Homework is set at KS2 when it supports learning
- Supporting and/or broadening objectives from learning in lessons.
- [Kerboodle](#) is the main support for home learning, including worksheets that are used for regular homework. This is supported by additional material on Kerboodle.

Science:

KS2: assigned when required to support learning

KS3: Weekly

- To cement learning in lesson
- To extend knowledge learnt in lesson
- To pre-teach a new topic

Homework tasks may include:

- Worksheet
- Task sheet from teacher
- Research tasks
- Revision for assessments
- Task sheets from teacher that will ask for leaflets, posters, PowerPoint, extended pieces of written work

Marking and Feedback Guidelines

The following guidance aims to:

- Move pupils' learning forward.
- Give positive and constructive feedback in order to motivate and improve self-esteem, most importantly through regular verbal feedback.
- Inform teachers so that decisions can be made on progress, future planning, aid record keeping and assessment.

Expectations of staff

- Provide feedback to support learning.
- Success criteria will be either provided for the pupils or created by the pupils so they can be referred to and marked against.
- Marking to be carried out in a green pen in a clear, legible hand or mistakes highlighted in green highlighter
- As a guide, up to 5 spellings to be highlighted per piece of work. Misspelt words must be written out 5 times – focus on keywords or common misspelt words.
- Provide regular modelling for pupils to exemplify high standard of work and how to improve their work
- To use the common codes for errors in written work. (see next page)
- Provide dedicated time in lessons for pupils to respond to feedback.

Expectations of pupils

- Written work to be carried out in a black pen in legible, joined handwriting.
- Maths work to be carried out in pencil.
- Drawing to be carried out in pencil.
- Work to be carried out to the pupil's highest standard.
- Self-assessment and editing to be carried out in blue pen.
- Teacher feedback should be responded to.

Monitoring

Marking and feedback will be monitored through:-

- Pupil voice
- Book scrutiny
- Lesson observations and learning walks
- Moderation

Under COVID arrangements, written marking and feedback cannot take place as normal in school without 72 hours between submission of work and collection/markings by the teacher. Greater emphasis is currently placed on self- and peer-assessment, as directed by the teacher.

Code	Meaning
✓	Correct answer/good idea
<i>Sp</i> <i>(word underlined)</i>	Spelling mistake <i>Correct and copy out three times in the margin</i>
^	Missing word/s <i>Add in missing word/s</i>
//	New paragraph needed <i>Rewrite the last sentence of the paragraph and the first sentence of the new paragraph</i>
C	Capital letter needed <i>Rewrite word in margin with the correct capital letter</i>
P	Punctuation <i>Add in the correct punctuation</i>
?	Check to make sure it makes sense or can't read <i>Rewrite so it makes sense or can be read</i>

Rewards at Selwood

Pupils are awarded ONE achievement point for anything positive; from good work to being a good member of the community.

Individual pupils will be awarded a postcard or certificate in block hall assemblies and receive a letter home, signed either by the tutor, PTL or Headteacher.

Rewards

Praise Postcard	25 Achievement Points
Merit Certificate	50 Achievement Points
Bronze Certificate	100 Achievement Points
Silver	150 Achievement Points
Gold	200 Achievement Points
Platinum	250 Achievement Points

Star Pupils:

Star pupils are nominated by tutors regularly during the year. The reasons for these special nominations are shared on our website.

Wow Wall:

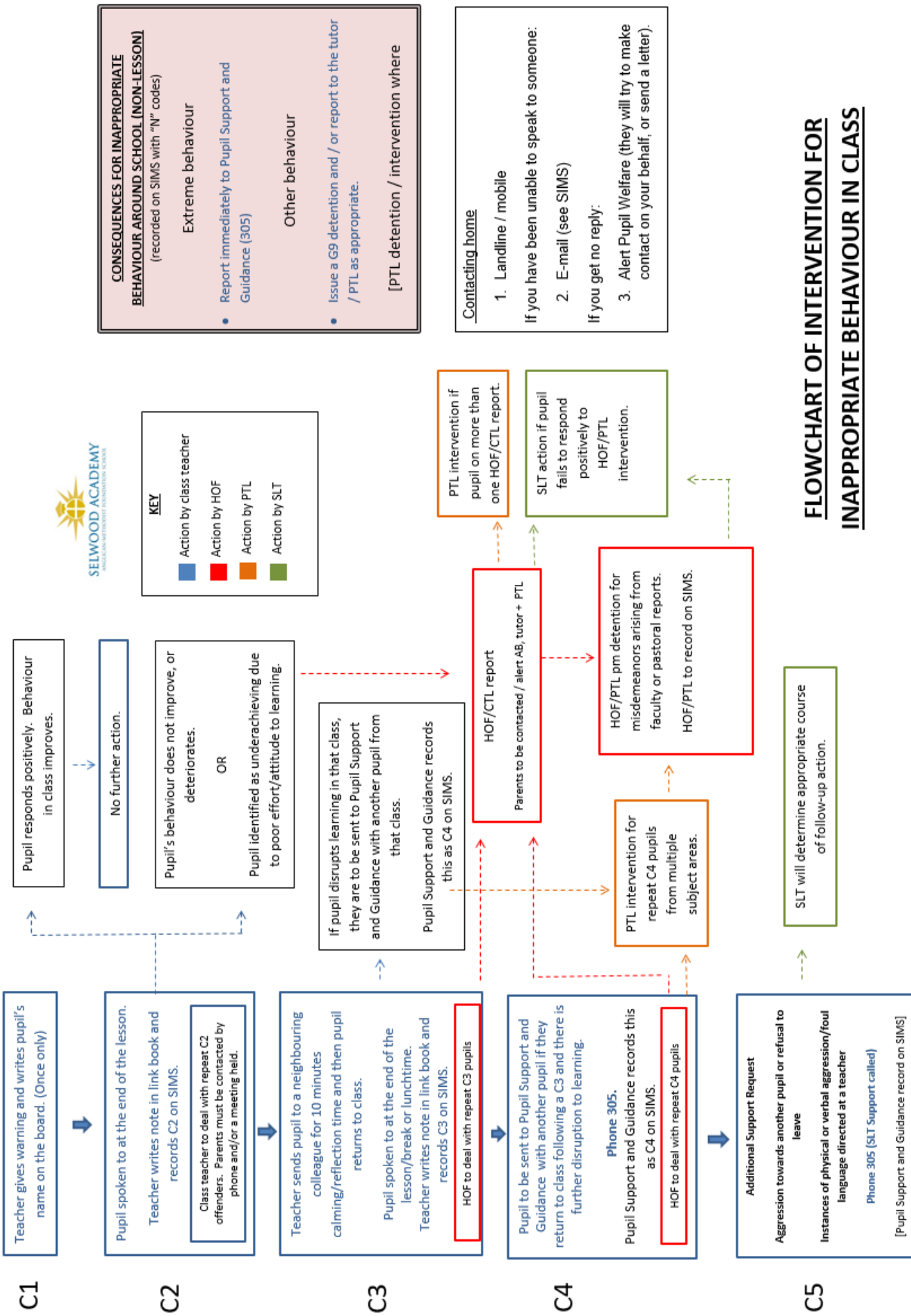
Our website contains a special page on which we share and celebrate examples of outstanding pieces of work

Behaviour for Learning



KEY

- Action by class teacher
- Action by HOF
- Action by PTL
- Action by SLT



CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR AROUND SCHOOL (NON-LESSON)
(recorded on SIMS with "N" codes)

- Extreme behaviour**
 - Report immediately to Pupil Support and Guidance (305)
- Other behaviour**
 - Issue a G9 detention and / or report to the tutor / PTL as appropriate.

[PTL detention / intervention where

Contacting home

If you have been unable to speak to someone:

1. Landline / mobile
2. E-mail (see SIMS)
3. Alert Pupil Welfare (they will try to make contact on your behalf, or send a letter).

FLOWCHART OF INTERVENTION FOR INAPPROPRIATE BEHAVIOUR IN CLASS

Behaviour Intervention

Pupil behaviour is monitored weekly through weekly behaviour report by Tutor, CTL's and PTL's.

Pupils who need intervention are identified through consultation and analysis of behaviour information. Any patterns are to be noted. (Tutor, PTL)



Behaviour for Learning Checklist – Routines & Expectations

- Meet & Greet classes at the start of each lesson
- Use an appropriate seating plan to support pupils' learning
- Use quick starter activities to ensure a prompt and engaging start to the lesson
- Classes finish promptly at the specified time (e.g. lesson 1 will finish at precisely 9.45am and lesson 3 will finish promptly at 12.05pm)
- Registers must be taken within the first 10 minutes of the lesson
- At the end of the lesson, pupils will stand behind their chairs, allowing for an orderly and calm exit
- Have an active presence in corridors to assist in the calm movement of pupils between lessons

Under COVID arrangements: pupils are situated in one teaching space, they are required to remain in place whilst the teacher enters to prepare for the start of their lesson. A distance of 2m is maintained between the teacher and pupils at all times.

'Settling-in' Report

Early in the new academic year, an 'Attitude to Learning' report is written for each pupil. Teachers give a score of 1-4 to indicate the pupils' attitude and approach to learning. If a score of 1 or 2 is given, it is necessary to add a comment to help the pupil improve. These scores are also given when end-of-term academic reports are written. Teachers may also add an aspirational or encouraging comment if they feel it helps the pupil.

4. Outstanding attitude to learning

- Always tries to complete work to a high standard
- Always meets deadlines
- Highly motivated and implements targets for improvement
- Contributes fully during learning activities
- Listens carefully
- Asks questions which show a keen level of interest and engagement
- Is an independent learner
- Exceptional behaviour at all times

3. Good attitude to learning

- Regularly tries to complete work to a high standard
- Meets the majority of deadlines
- Motivated and works to implement most targets for improvement
- Often contributes during learning activities
- Majority of the time - listens carefully
- Asks sensible, thoughtful questions when needed
- Regularly engages actively
- Can work independently with encouragement
- Behaviour is always good and rarely off-task

2. Attitude to learning requires improvement

- Sometimes completes work to a high standard
- Sometimes misses deadlines
- Often gives up
- Rarely contributes to learning activities
- Rarely listens carefully
- Sometimes asks sensible, thoughtful questions
- Occasionally lacks motivation
- Sometimes shows initiative but often requires further encouragement
- Occasionally off-task and behaviour can be variable

1. Concerns about attitude to learning

- Lacks motivation and work is mostly completed without care
- Misses deadlines
- Lacks motivation and will avoid challenging activities
- Unwilling to contribute actively in learning activities
- Finds it difficult to listen and repeats mistakes
- Reluctant to ask questions
- Very rarely engaged
- Usually off-task and behaviour can be disruptive to others

Termly Reports

At the end of each term, each pupil receives an interim academic report. For each subject, this will include:

- Current attainment (see below)
- Predicted attainment (**A:** Above, **O:** Online **B:** Below)
- Attitude to Learning Score (1-4)
- Next step comments
- Tutor comments are included in the end-of-year report at the end of the summer term.

Our Assessment Language

Curriculum Year	Progress Measure	
5	Emerging	Pupils begin each year at Emerging as they begin learning new concepts and skills.
	Developing	
	Secure	
	Mastering	
6	Emerging	As learning progresses, each pupil will move from emerging to developing and then to secure within each subject.
	Developing	
	Secure	
	Mastering	
7	Emerging	Each pupil should aim to be Secure by the end of the academic year. This means that they are working at the standard expected for their age.
	Developing	
	Secure	
	Mastering	
8	Emerging	Once secure in a particular subject, they are then given the opportunity to deepen their understanding of concepts and skills they have learnt (Mastering), prior to starting the next phase of learning.
	Developing	
	Secure	
	Mastering	

improve.

It may be necessary to report that a pupil is working at a level *below* their academic year. If this is the case, this indicates that the teacher is differentiating content and adapting teaching methods appropriately to meet the learning needs of the pupil to help them progress.

Year 5 Curriculum

Year 5

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LITERACY

Writing

- Autobiographies/biographies
- Setting

Reading

- Kensuke's Kingdom by Michael Morpurgo

Writing

- Poetry
- Instructions

Reading

- The Iron Man by Ted Hughes

Writing

- Character description
- Persuasive writing

Reading

- The Firework Maker's Daughter

Growth Curriculum:

- GL/Pixl assessment outcomes (Targeted teacher and HLTA interventions focussed on particular aspects of the curriculum)
- After school 'virtual' sessions
- Adapted SoW
- Homework schedules, including resources made available on the English webpage
- More able programme

NUMERACY

- Place value and Rounding
- Decimal place value and Rounding
- Addition and Subtraction
- Multiplication and Division

- Comparing and ordering fractions
- Mixed numbers and Improper fractions
- Multiplying and dividing by 10/100/1000
- Multiples, factors, primes and square numbers
- Metric measures and Time

- Adding and subtracting with decimals
- Adding and subtracting fractions
- Multiplication and Division
- Percentages intro and FDP equivalence
- 2-D shapes, Angles intro, Perimeter and Area

Growth Curriculum:

- Extra time built into SoW to address gaps throughout year
- Year 4 topics missed out due to lockdown (especially Decimals) to be covered more in-depth
- Weekly '20 questions Skills Check' homework to practice basic numeracy skills from previous years and highlight any areas that need extra work
- Additional MyMaths lessons set as needed by individual classroom teachers to bridge gaps
- Maths home learning page on Selwood website offers weekly 'lesson plan' with links to Oak Academy virtual lessons to supplement in-school learning

Year 5

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

ART

- Changes
- 1-point perspectives /viewpoints/landscapes

- Landscapes
- Greek Art

- Introduction to drawing/ mark-making /natural objects
- Self-portraits

Growth Curriculum:

- Introduction and rehearsal of key skills,
- subject specific vocab recall,
- presentation of sketch pad,
- Development of the creative approach

COMPUTING

- Introductory Skills
- Graphical Modelling

- Controlling and Programming: Kodu

- Databases
- Spreadsheets
- End of Year Project: Theme Park Design

Growth Curriculum:

- E safety: Due to Covid19 restrictions use of PC's and Keyboards has been currently restricted, though this is under constant review. Current lessons are paper/internet/ppt based, with emphasis on Key skills: Vocabulary Speech/Communications skills/human conversations/interactions (re-iteration and embedding of previous learning from history)
- What is safe/not safe to "share" on the internet
- What is Cyberbullying and how to safely deal with it
- Stop it, Block it, Report it (whom to speak to for help, and how to do this)
- Identify if a website is safe/fake
- Produce an E-safety Brochure based on a specific area/theme, followed by research, planned design, and peer assessed work.
All lessons placed on the website/also extra resources and websites to access re home learning/catch up.

DRAMA

- Getting to know drama
- Developing skills
- Music in drama
- Interpretation
- Pantomime

- Thematic work
- Adverts
- Travel Journals

- Romeo and Juliet
- Picture this (devising)

Growth Curriculum:

Introduction and rehearsal of key skills, including subject specific vocab and development of group work, constructive rehearsal time, performance etiquette. Shakespeare is focused on physical action rather than scripted work.

Year 5

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LANGUAGES

- Salut! (Greetings)
- La Rentrée! (Back to school)

- J'ai mal! (I'm hurting!)

- Au café (At the café)

Growth Curriculum:

- Topic: Greetings – focus around revision of skills and knowledge (key vocab),
- learning routines in MFL.
- Revision opportunities up until October half term.

MUSIC

- Introduction to Music
- Christmas Song Writing

- STOMP Rhythms
- Incredible Instruments

- Keyboard 101
- Battle of the Bands- ensemble performance

Growth Curriculum:

- Focus on building musical understanding and listening skills.
- Introduce key musical vocabulary to describe music.
- Whole class, group and independent activities to cement understanding of new information.

PASHE

- Getting to Know Each other
- The Christmas Play

- Why should I come to school?
- What are my future dreams?

- SRE (Sex and Relationship Education)
- How can I be healthy?

PE

- Football
- Cricket
- Netball

- Tag Rugby
- Hockey

- Athletics
- Rounders
- Mini-Tennis

Growth Curriculum:

The planned activities have been adapted due to Covid restrictions.

- Gym and dance lessons are not currently scheduled, but will be reconsidered if a suitable indoor teaching space becomes available.
- Lessons will focus on developing fundamental movement skills, positive social interactions with peers, as well as rebuilding resilience and physical fitness.

Year 5

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

RELIGION & PHILISOPHY

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • How do we make moral choices? | <ul style="list-style-type: none"> • How should we live and who can inspire us? • What is it like to be a Christian? | <ul style="list-style-type: none"> • What is it like to be a Hindu? |
|---|--|--|

SCIENCE

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Living things and their habitat • Forces | <ul style="list-style-type: none"> • Earth & Space • Properties of materials | <ul style="list-style-type: none"> • Animals, including humans |
|---|--|---|

Growth Curriculum:

- In-depth knowledge organisers and revision materials available for all topics.
- Adapted schemes of learning to revisit learning from first schools, including condensed scheme of learning

TECHNOLOGY

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • A healthy diet • Pop up creations | <ul style="list-style-type: none"> • Textiles juggling balls • Mechanical posters | <ul style="list-style-type: none"> • Making a kite |
|--|---|---|

HISTORY

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Who were the Ancient Greeks? • Athens and Sparta • The Battle of Marathon • Greek Olympics • Myths and Gods | <ul style="list-style-type: none"> • Why was the Roman Army so successful? • Romans V Celts • Cursus Publicus (Public Highway Game) • Who was Boudicca? | <ul style="list-style-type: none"> • Depth study; Second World War – Local study. • Overview • The Blitz • Rationing • Evacuation |
|---|---|--|

Growth Curriculum:

Rehearsal and strengthening of history Key skills; Interpretation and writing narrative, Knowledge and understanding, continuity and change, source analysis, using evidence.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

GEOGRAPHY

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Maps • Lines of longitude and latitude | <ul style="list-style-type: none"> • The world | <ul style="list-style-type: none"> • The USA and New York |
|---|---|--|

Growth Curriculum:

Geography skills; Additional focus on graph interpretation, writing narrative, Knowledge and understanding, continuity and change, map and data analysis.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

Year 6 Curriculum

Year 6

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LITERACY (including humanities)

Writing

- Formal letter
- Diary

Reading

- There's a Boy in the Girls' Bathroom by Louis Sachar

Writing

- Short story/tension
- Sats revision

Reading

- The Graveyard Book by Neil Gaiman

Writing

- Sats skills
- Comic strip – Inverted Commas

Reading

- Millions by Frank Cottrell Boyce

Growth Curriculum:

- GL/Pixl assessment outcomes (Targeted teacher and HLTA interventions focussed on particular aspects of the curriculum)
- After school 'virtual' sessions
- Adapted SoW
- Homework schedules, including resources made available on the English webpage
- More Able programme

NUMERACY

- Place value, Rounding, Negative numbers
- Multiplying and dividing by 10/100/1000
- Addition and Subtraction
- Properties of 2-D and 3-D shapes
- Angles: measuring, calculating missing angles
- Multiplication and Division

- Comparing and ordering Fractions
- 4 operations with Fractions and Mixed numbers
- Algebra
- Fractions-Decimals-Percentages
- Metric measures, Time and Charts/Graphs
- Area and Perimeter

- Revision of KS2 topics
- Money Week
- Projects on finance, measures, codebreaking
- Analysing data and averages

Growth Curriculum:

- Weekly '20 questions Skills Check' homework to practice basic numeracy skills from previous years and highlight any areas that need extra work
- Additional MyMaths lessons set as needed by individual classroom teachers to bridge gaps
- Maths home learning page on Selwood website offers weekly 'lesson plan' with links to Oak Academy virtual lessons to supplement in-school learning

Year 6

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

ART

- Drawing techniques/ line/ shape/bugs
- Colour Wheel/ colour mixing/ theory
- Cupcakes- tone / shape/ pop art

- Seascapes/ perspective in paintings.
- Drawing/mark making/ colour theory/ tone
- Mixed media/ collage/ paint/ pastel
- Composition /scale

- 3-D willow sculptures/small group work
- Drawing / selection/ pattern/tessellation/ Indian patterns

Growth Curriculum:

- Development of drawing skills,
- Tonal work, with link to artists, multi-discipline – with choice of materials,
- Development of sketch pad into a working tool

COMPUTING

- Word Timetable
- Multimedia presentations
- Spreadsheet Modelling

- Control & Monitoring Flowchart
- Coding with Scratch

- Databases How the Internet works
- Web design
- Rollercoaster Pivot

Growth Curriculum:

E safety: Due to Covid19 restrictions use of PC's and Keyboards has been currently restricted, though this is under constant review. Current lessons are paper/internet/ppt based, with emphasis on Key skills: Vocabulary Speech/Communications skills/human conversations/interactions (re-iteration and embedding of previous learning from history)

What is safe/not safe to "share" on the internet

What is Cyberbullying and how to safely deal with it

Stop it, Block it, Report it (whom to speak to for help, and how to do this)

Identify if a website is safe/fake

All lessons placed on the website/also extra resources and websites to access re home learning/catch up.

Year 6

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

DRAMA

- Getting to know drama (Revision)
- Developing skills (Revision)
- Detective fiction
- Murder Mysteries
- Pantomime

- Much Ado
- Between Mouthfuls
- Devising 101 (Picture this extension)

- Farce
- Wild West (Mime extension)

Growth Curriculum:

Revision topics in place during COVID period for catch up, skills-based work now applied to genre work, devising is extended to longer, more involved projects and there is greater focus on language with Shakespeare.

HISTORY

- Why is 1066 such a famous year?
- Who should be King?
- Two invasions, Vikings and Normans – Norman conquest.

- Depth study; How did Castles develop in the Middle ages?
- Why were Castles built?
- Where to build a Castle
- How to attack a Castle

- What was life like in the Middle Ages?
- What was Black Death?
- How did people treat the sick?

Growth Curriculum:

Rehearsal and strengthening of history Key skills; Interpretation and writing narrative, Knowledge and understanding, continuity and change, source analysis, using evidence.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

GEOGRAPHY

- Watercycle
- River formation
- Flooding

- South America and Brazil

- Deforestation and sustainability

Growth Curriculum:

Rehearsal of geography core skills; Graph interpretation, writing narrative, Knowledge and understanding, continuity and change, map and data analysis.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

Year 6

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LANGUAGES

- Greetings
- Je me présente (I introduce myself)

- Where I live

- Je me décris! (I describe myself!)
- Mes passe-temps (Hobbies)

Growth Curriculum:

- Topic: Greetings – focus around revision of skills and knowledge (key vocab),
- learning routines in MFL.

Revision opportunities up until October half term.

MUSIC

- DR T SMITH Elements of Music
- Musical Theatre

- Musical Notation
- Music & Media

- Ukulele 101
- Battle of the Bands

Growth Curriculum:

- Focus on improving musical understanding and listening skills.
- Develop understanding of key musical vocabulary to describe music.
- Prior skills revised through whole class, group and independent activities.
- Performance opportunities available via home learning page for pupils wishing to progress performance skills outside of school.

PASHE

- The Harvest Festival (each class prepares one area for a festival to be shown to parents.)
- The Anne Frank Project (this is linked with R&P – Judaism Unit.)

- How can I be healthy? (Including alcohol/drugs awareness)
- What can improve my mental wellbeing? (Product design project.)

- SRE (sex and relationships education)
- How can I improve the world? (Focus on animal rights and combined with drama/art community project.)

PE

- Football
- Cricket
- Netball

- Tag Rugby
- Hockey

- Athletics
- Rounders
- Mini-Tennis

Growth Curriculum:

The planned activities have been adapted due to Covid restrictions. Gym and dance lessons are not currently scheduled, but will be reconsidered if a suitable indoor teaching space becomes available. Lessons will focus on developing fundamental movement skills, positive social interactions with peers, as well as rebuilding resilience in learning and physical fitness.

Year 6

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

RELIGION & PHILISOPHY

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Questions and Mysteries (What important questions do I have about life?) | <ul style="list-style-type: none"> • Expressions of belief (How do people express their beliefs?) | <ul style="list-style-type: none"> • What's it like to be a Muslim? |
|--|--|--|

SCIENCE

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Living things and their habitats • Electricity | <ul style="list-style-type: none"> • Evolution and inheritance • Light and sound | <ul style="list-style-type: none"> • Earth in Space |
|---|--|--|

Growth Curriculum:

Year 5 topics to be revisited: Properties of materials and Animals including humans.

Knowledge organisers available for all topics. Scope within schemes of learning to revisit learning from previous year.

Catch up lessons available via the Oak National Academy

TECHNOLOGY

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Design a torch • Creating a mobile | <ul style="list-style-type: none"> • Marble run • Textiles phone cases | <ul style="list-style-type: none"> • Package design |
|---|--|--|

Year 7 Curriculum

Year 7

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LITERACY

<p>Writing</p> <ul style="list-style-type: none"> • Analysing texts • Introduction to the novel • Writing to persuade • Creating a leaflet • Informal letter writing • Creative writing • Simile, metaphor and personification • P.E.E. • Character study • Inference • Skimming & scanning • Newspaper reports • Creative writing • Writing to persuade • Exploring the genre • Character description • Exploring characters • Character point of view • Character diary • Exploring connections in the novel <p>Reading</p> <ul style="list-style-type: none"> • Holes by Louis Sachar 	<p>Writing</p> <ul style="list-style-type: none"> • Building on language • Structure analysis • Exploring context • Developing creative writing • Unlocking meaning – key plots • Shakespearean language and analysis • Genre • Whole text analysis <p>Reading</p> <ul style="list-style-type: none"> • Beowulf, The Tempest, MSND, As you like it, Twelfth Night 	<p>Writing</p> <ul style="list-style-type: none"> • Exploration of different perspectives/points of view • Summarising texts • Comparing texts • Language analysis • Structure • Context – social historical • Drawing comparisons <p>Reading</p> <ul style="list-style-type: none"> • Skellig by David Almond
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Growth Curriculum:

- GL/Pixl assessment outcomes (Targeted teacher and HLTA interventions focussed on particular aspects of the curriculum)
- After school 'virtual' sessions
- Adapted SoW
- Homework schedules, including resources made available on the English webpage
- More able programme

Year 7

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

NUMERACY

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Analysing and displaying data • Number skills • Algebraic expressions and formulae | <ul style="list-style-type: none"> • Decimals and measures, • Fractions and percentages • Probability | <ul style="list-style-type: none"> • Ratio and proportion • Lines and measures • Sequences and graphs |
|--|--|--|

Growth Curriculum:

- The majority of Year 6 curriculum was completed before lockdown
- Weekly MyMaths (recommended) lessons assigned for extra practice with year 6 topics not covered and consolidating of basic numeracy skills
- Weekly MyMaths Challenge lessons for any student who wishes to extend themselves
- Maths home learning page on Selwood website offers two additional options: (1) '20 questions Skills Check' to practice basic numeracy skills from previous years and (2) a weekly 'lesson plan' with links to Oak Academy virtual lessons to supplement in-school learning on current topics of study

ART

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • 1 point perspective buildings and landscapes. • Line/shape/tone/composition • Mark-making/colour mixing /landscape/Impressionism | <ul style="list-style-type: none"> • Self- portraits / Chuck Close/ colour mixing. colour theory/ • Tonal painting/ hues/tints • Observational drawings of everyday objects | <ul style="list-style-type: none"> • Artists analysis of Jim Dine • Line/shape colour theory • African masks/ tone/ mono-painting/ clay • African patterns/ lino cut |
|--|--|--|

Growth Curriculum:

- In-depth study of artists and how it influences pupils' work.
- Rehearsing & building on skills, with a focus on observation. Links to world art

COMPUTING

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • E-Safety(focused in depth 2 lessons) • Hardware/Software • Build a PC • Intro to Binary • Bitmap Pictures and code solving | <ul style="list-style-type: none"> • Scratch (full gaming project) • Reliability what is real on the internet V fakery • Intro to Photographic editing | <ul style="list-style-type: none"> • Master criminal (Spreadsheets Project) • Sound files & Adverts • Micro:Bit • Desktop Publishing |
|--|---|--|

Growth Curriculum:

E safety: Due to Covid19 restrictions use of PC's and Keyboards has been currently restricted, though this is under constant review. Current lessons are paper/internet/ppt based, with emphasis on Key skills: Vocabulary Speech/Communications skills (re-iteration and embedding of previous learning from history)

- What is safe/not safe to "share" on the internet
- What is Cyberbullying and how to safely deal with it
- Stop it, Block it, Report it (whom to speak to for help, and how to do this)
- What is Phishing, Trolling, Fraud, and how to keep "passwords safe"
- Identify if a website is safe/fake
- Produce an E-safety Brochure based on a specific area/theme, followed by research, planned design, and peer assessed work.
- All lessons placed on the website/also extra resources and websites to access re home learning/catch up.

Year 7

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

DRAMA

- Tragi-Comedy
- MSND
- Sitcoms vs Soaps
- Comparison project

- Blue Remembered Hills
- The Art Gallery (Devising)

- Action/Adventure
- Stanislavski (actor training)

Growth Curriculum:

Genre is now more in depth using specific playwrights to illustrate and develop prior knowledge, Comparison project dissects genre specific material. Skills are applied and refocused in the devising project, with greater freedom to apply prior knowledge, Stanislavski formalises prior knowledge and reinforces skills.

GEOGRAPHY

- What is Geography?
- Map skills
- Weather and Climate

- Asia/China – How important is China to the rest of the world?

- What is tourism and how does it impact on the world?

Growth Curriculum:

Rehearsal of core geography skills; Graph interpretation, writing narrative, Knowledge and understanding, continuity and change, map and data analysis.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

HISTORY

What was Queen Elizabeth I really like?
Who were the Stuarts? – Gun Powder Plot
Depth study
Why did the English fight each other?
English Civil Wars – Oliver Cromwell

Terrible Towns – How did the Industrial Revolution affect the lives of ordinary people?

Why did Britain become involved in the slave trade?

Depth Study – India

What changed for women in Britain, from 1800 to 1900? Bridge Unit to 20th Century

Growth Curriculum:

History Key skills; Interpretation and writing narrative, Knowledge and understanding, continuity and change, source analysis, using evidence.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

Year 7

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LANGUAGES

- Chez Moi (Where I live)

- Ma Journée! (Daily routine)

- On s'amuse! (Sports and Games!)

Growth Curriculum:

- Topic: Colours, Alphabet – focus around revision of skills, knowledge (key vocab) and grammar (nouns (gender and number)/ adjectival agreement), learning routines in MFL.
- Revision opportunities up until October half term.

MUSIC

- Musical Timeline: A history of popular music
- Instruments of the Orchestra

- Film Music
- The Blues

- Guitar 101
- Battle of the Bands

Growth Curriculum: (dependent on access to music facilities)

- Focus on improving musical understanding and listening skills.
- Develop understanding of key musical vocabulary to describe music.
- Prior skills revised through whole class, group and independent activities.
- Performance opportunities available via home learning page for pupils wishing to progress performance skills outside of school.

PASHE

- Caring for Our Environment
- Wacky Soap (focus on addiction.)

- How can we help others improve their mental wellbeing? (Community project for First Schools.)
- Spring 2 – SRE (sex and relationship education.)

- Summer – Lepra (a charity project.)
- What are my future dreams (careers project.)

PE

- Striking and fielding (cricket and/or rounders)
- Football (Leadership)
- Hockey (leadership)

- Lacrosse
- Basketball/Netball
- Orienteering

- Athletics
- Ultimate Frisbee (Leadership)

Growth Curriculum:

The planned activities have been adapted due to Covid restrictions. Rugby is not currently permitted due to the inherent physical contact. Gym and dance lessons are not currently scheduled, but will be reconsidered when a suitable indoor teaching space becomes available. Lessons will focus on developing fundamental movement skills, positive social interactions with peers, as well as rebuilding resilience in learning and physical fitness.

Year 7

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

RELIGION & PHILISOPHY

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> What's it like to be a Muslim? Covid catch-up Does our planet have a future? (Religions explored: Christianity and Hinduism) | <ul style="list-style-type: none"> How might beliefs affect my thoughts, ideas and actions? (Religions explored: Christianity) | <ul style="list-style-type: none"> "How can we find happiness?" (Religions explored: Buddhism) |
|---|---|---|

SCIENCE

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> Forces Matter Reactions Organisms | <ul style="list-style-type: none"> Ecosystems Electromagnets Energy | <ul style="list-style-type: none"> Genes Waves Earth |
|--|--|---|

Growth Curriculum: Topics cut short in year 6: Light and Sound and Earth and Space

Knowledge organisers available for all topics. Scope within schemes of learning to revisit learning from previous year.

Catch up lessons available via the Oak National Academy

TECHNOLOGY

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Textiles Cushion Food Tech Basic skills | <ul style="list-style-type: none"> Resistant materials. Phone holder Animal Clipboards | <ul style="list-style-type: none"> Food tech. A balanced diet |
|--|--|--|

Year 8 Curriculum

Year 8

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

LITERACY

Writing

- Explore key characters and events through creative writing
- Understand when to write formally and informally and how to do so
- Develop your grammar and writing skills
- Produce a formal, written incident report from the perspective of a character
- Understand what a precept is, why they are used and create your own
- Understand what READ and PEE is and be able to analyse events and characters using it
- Develop your collaboration skills by presenting a character to the rest of the class

Reading

- Wonder by R.J Palacio

Writing

- Whole text motifs
- Dramatic structure
- Language and structure
- Genre
- Whole text analysis.
- Writing in role.
- Performance of a key scene
- Close textual analysis
- Context
- British values - diversity, tolerance, liberty
- Debate
- Current affairs – social context
- Compare and contrast structure

Reading

- Much Ado, Romeo and Juliet, MacBeth, Half-Caste - John Agard, Search for My Tongue – Sujata Bhatt, Still I Rise – Maya Angelou, Six O'Clock News - Tom Leonard, Presents from my Aunts in Pakistan – Moniza Alvi

Writing

- Characters and caricatures
- How Dickens reveals character
- Plot and structure
- Themes
- Language, style and analysis

Reading

- Great Expectations by Charles Dickens

Growth Curriculum:

- GL/Pixl assessment outcomes (Targeted teacher and HLTA interventions focussed on particular aspects of the curriculum)
- After school 'virtual' sessions
- Adapted SoW
- Homework schedules, including resources made available on the English webpage
- More able programme

Year 8

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

NUMERACY

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Probability • Angles and Lines • Number skills | <ul style="list-style-type: none"> • Algebraic expressions and equations • Ratio and Proportion • Decimals and ratio | <ul style="list-style-type: none"> • Area and Volume • Sequences and Straight-line graphs • Fractions-Decimals-Percentages |
|--|---|---|

Growth Curriculum:

- year 8 SoW has been re-organised to include those topics missed due to lockdown (Probability, Angles, Ratio/Proportion, Sequences/Graphs)
- Those students who completed these topics during home learning in lockdown will be extended as needed in lessons
- Weekly MyMaths (recommended) lessons assigned for extra practice with most important topics and consolidation of basic numeracy skills
- Weekly MyMaths Challenge lessons for any student who wishes to extend themselves
- Maths home learning page on Selwood website offers two additional options: (1) '20 questions Skills Check' to practice basic numeracy skills from previous years and (2) a weekly 'lesson plan' with links to Oak Academy virtual lessons to supplement in-school learning on current topics of study

ART

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Natural Forms (mixed Media)
line/shape/scale/pen mark making. • Macro and micro studies • Angie Lewin colourways and repeat pattern/
tessellation | <ul style="list-style-type: none"> • Human form – exploring scale and proportion. • Hands/ tone/charcoal/ | <ul style="list-style-type: none"> • Cubism/ overlapping shapes/collage
properties/movement |
|---|---|--|

Growth Curriculum:

- Skills are refined, artists are used to inform and develop understanding of media.
- Pupils supported in making informed judgements about style and content

Year 8

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

COMPUTING

- Computational Thinking
- Python/Tynker (Turtle) Coding

- Lake Garda multimedia project (advert/logo/film/brochure/research)
- Intro to code: (web design HTML, CSS,)

- Contentious issues Project (Spreadsheets Quizmaker)
- Build and Design a website (wix/weebly)

Growth Curriculum:

Due to Covid19 restrictions use of PC's and Keyboards has been currently restricted, though this is under constant review. Current lessons are paper/internet/ppt based, with emphasis on Key skills: Vocabulary Speech/Communications skills (re-iteration and embedding of previous learning from history)

Computational Thinking: (ppt/activities/drama/vocabulary/maths/problem-solving/video/algorithms)

- Computational Thinking
- Decomposition
- Pattern recognition
- Abstraction
- Algorithms (including evaluation & de-bugging) (online mini exam at the end)

All lessons placed on the website/also extra resources and websites to access re home learning/catch up (extended work re Python for G&T and those who enjoy/wish to extend their programming skills.

DRAMA

- Brecht
- MSND
- Pantomime

- Community project (**with PASHE**)
- Response to Live Performance

- Film Noir (devising with ICT)

Growth Curriculum: Brecht builds on Stanislavski training to question WHY not HOW you perform. MSND in place during COVID period, Community project will use MSND as springboard for pupil-led work. Respond to Live Performance links with GCSE curriculum. Devising now links genre and ICT with a focus on review and development. Prior knowledge of skills is used and developed throughout Year 8.

GEOGRAPHY

- Comparing LIC and HIC countries
- Sustainable Development Goals

- Natural Hazards: Our Restless Earth

- How will we cope with an increasing population in the 21st Century?

Growth Curriculum:

Geography skills; Graph interpretation, writing narrative, Knowledge and understanding, continuity and change, map and data analysis.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

Year 8

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

HISTORY

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> What was Britain like in 1901? The Great War The Battle of the Somme | <ul style="list-style-type: none"> Why were the Inter-wars so turbulent? What was life like in Nazi Germany? | <ul style="list-style-type: none"> Why was there a Second World War? How and why did the Holocaust happen? |
|--|--|--|

Growth Curriculum:

History Key skills; Interpretation and writing narrative, Knowledge and understanding, continuity and change, source analysis, using evidence.

- Website content with key skills designed to challenge and repair gaps in learning due to lockdown.
- Guided reading for homework, to help re-engage with reading,
- Enrichment materials for the more able website

LANGUAGES

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Ma Journée (Daily routine) | <ul style="list-style-type: none"> On s'amuse (Sports and Games) | <ul style="list-style-type: none"> Manger et boire (Food and Drink) Les Trois Temps! (The 3 Tenses!) |
|--|---|--|

Growth Curriculum: Topic: Colours, Alphabet – focus around revision of skills, knowledge (key vocab) and grammar (nouns (gender and number)/ adjectival agreement), learning routines in MFL. Revision opportunities up until October half term.

Spanish/Italian/German

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Greetings and Farewell Name Numbers 1-20 | <ul style="list-style-type: none"> Age Numbers: units of 10 Where you live Map/ flag/ capital cities/ cities/ rivers/ landmarks | <ul style="list-style-type: none"> Interesting facts Snacks Ordering food and drinks Money (Euros) |
|--|---|--|

MUSIC

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Musical Timeline: A history of popular music The Music Industry | <ul style="list-style-type: none"> Music around the World Rock Music | <ul style="list-style-type: none"> Pop Music Composition Battle of the Bands |
|--|--|--|

Growth Curriculum:

- Improving musical understanding and listening skills, linking to GCSE music curriculum.
- Develop understanding of key musical vocabulary, linking to GCSE music curriculum.
- Prior skills revised through whole class, group and independent activities.
- Performance opportunities available via home learning page for pupils wishing to progress performance skills outside of school.

Year 8

'Growth Curriculum' objectives: An outline of the topics, content, methods and resources for each subject that will support pupils in gaining skills and knowledge that may have been lost during the Coronavirus pandemic. (Modified according to ongoing assessment outcomes)

Autumn 1 & 2

Spring 1 & 2

Summer 1 & 2

PASHE

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Overs/Unders (biased media focus.) • Government and Politics (political project.) | <ul style="list-style-type: none"> • Disability and Discrimination (community project link in drama.) • Mental health and wellbeing (technology and body image focus.) | <ul style="list-style-type: none"> • SRE (sex and relationship education.) • Addiction • Preparing the Leaver's Service |
|--|--|--|

PE

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Striking and fielding (cricket and/or rounders) • Football (Leadership) • Hockey (leadership) | <ul style="list-style-type: none"> • Lacrosse • Basketball/Netball • Orienteering | <ul style="list-style-type: none"> • Athletics • Ultimate Frisbee (Leadership) |
|---|--|--|

Growth Curriculum: The planned activities have been adapted due to Covid restrictions. Rugby is not currently permitted due to the inherent physical contact. Gym and dance lessons are not currently scheduled, but will be reconsidered if a suitable indoor teaching space becomes available. Lessons will focus on developing fundamental movement skills, positive social interactions with peers, as well as rebuilding resilience in learning and physical fitness. Year 8 Pupils will be taught the year 7 Ultimate Frisbee scheme of learning which they missed last summer due to the school closure.

RELIGION & PHILISOPHY

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • How do we find inner happiness? (Buddhism) • Covid catch-up • The Problem of Evil (Philosophy unit) | <ul style="list-style-type: none"> • "Should we fight back?" (Religions explored: Christianity and Hinduism) • "Would it be better if we were all the same?" (Religions explored: Sikhism and Islam) | <ul style="list-style-type: none"> • "How do people deal with endings?" |
|---|--|--|

SCIENCE

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Earth • Waves • Genes • Energy | <ul style="list-style-type: none"> • Electromagnets • Ecosystems • Organisms | <ul style="list-style-type: none"> • Reactions • Matter • Forces |
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Growth Curriculum: Topics cut short in year 7: Energy, Genes, Waves and Earth
 Knowledge organisers available for all topics. Scope within schemes of learning to revisit learning from previous year.
 Catch up lessons available via the Oak National Academy

TECHNOLOGY

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| <ul style="list-style-type: none"> • Food around the world | <ul style="list-style-type: none"> • Textiles. Tool Roll • Bread | <ul style="list-style-type: none"> • Mazes • Resistant materials "Jitta bugs" |
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