

Long term overview – Key Stage 3 SF

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TEXT: | Seasons of Splendour: Tales, Myths and Legends of India by Madhur Jaffrey, illustrated by Michael Foreman | The Journey by Francesca Sanna | Skellig by David Almond | Running on Empty by S.E. Durrant, illustrated by Rob Biddulph | Dark Sky Park by Philip Gross, illustrated by Jesse Hodgson | Shackleton's Journey by William Grill |
| Discovery | Evolution | World War 1 | Frozen Kingdoms | China | The Dark Ages | The Body |
| Geography | Biomes | Maps – Europe and UK | Map work – world geography | Map work – Latitude, longitude. 6 figure grid references. Human geography | | |
| History | Charles Darwin | WW1 – local area history | Ernest Shackleton | Shang Dynasty – ancient civilisations | Dark Ages – history post 1066 | |
| Science | Living things and habitats Evolution/ Inheritance | Electricity | Light | | | Animals inc humans – The circulatory system |
| Computing | Online safety | Internet searching | Using a computer – programs/presenting data | Coding | Networks | |
| PSHE | Being me in my world | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Maths | Place value 4 operations | Fractions Geometry – position/direction | Decimals/Percentages/Algebra/Converting | Area/Perimeter/Ratio | Statistics (Field work) Properties of shape | Consolidation I CAN's |

English

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| Literary Form | Collection of traditional tales | Picturebook | Contemporary novel | Contemporary novel | Poetry | Non-fiction |
| Link to Main NC Area of Learning | History: The Impact of the British Empire | Geography: Migration across Europe | PSHE: Dealing with change | Maths: Financial Management | Science: Evolution and Adaptation | History: Polar Exploration |
| PSED & Human Themes | Problem-solving | The Impact of War - Refugees | Sharing worries and concerns | Living with a disability | Caring for the environment | Endurance and leadership |
| Reading: Experience, Knowledge, Skills and Strategies | Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections | Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising | Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison | Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison Identifying bias | Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance | Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising Character comparison Looking at language |
| National Curriculum Vocabulary, Grammar, Punctuation (and Spelling) | <ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. | | | | | |
| Language Competency: through reading, talk and writing | Traditional tale voice Storytelling language Conjunctions and fronted adverbials Descriptive language and precise vocabulary choice Metaphor and imagery Paragraphs for cohesion Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Imagined and improvised dialogue – informal and formal speech | Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Metaphor and imagery Emotional expression and empathetic language Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Semi-colons, colons and dash for clause boundary | Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Emotional expression Exploring language and meaning Expression and empathetic language Metaphor and imagery Paragraphs for cohesion Pragmatic use of repeated pronouns for effect on reader | Narrative voice Conjunctions and fronted adverbials Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Imagined and improvised dialogue – informal and formal speech Emotional expression and empathetic language Paragraphs for cohesion Commas and parenthesis to clarify meaning | Poetic language Descriptive language Precise vocabulary choice Emotional expression Exploring language and meaning play Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Metaphor and imagery | Non-fiction explanatory voice Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Punctuation and layout |
| Extended Writing Outcome | A traditional tale | Dreams of Freedom speech | Character viewpoint narrative | Continuation of narrative | Poetry inspired by own experience | Newspaper reports |

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| Art and DT | Sketching skills – the face and body. Proportion. Light on objects. Surface texture Sewing | Colour – painting, blending colours Famous designs (DT) | Working in 3 dimensions with texture Structure (DT) | 2-D styles – collage and pointilism Food – Chinese Menu (DT) | Perspective | Poster art - Stenbergs Food – Healthy meal planning (DT) |
| Music | 10 pieces – O Fortuna Listening skills – musical genres | Listening skills – different musicians | 10 pieces – Ride of the Valkyries | 10 pieces – Steve Reich | | |
| RE | What difference does it make to believe in Ahimsa and Ummah? | What do religions say when life gets hard? | Is it better to express religious belief through art or charity? | | | What matters most to Christians or humanists? |
| ASDAN | | | | | | |
| PE | | | | | | |
| FOOD TECH | | | | | | |