

KS3



Subject	learning
English	<p>This term, we will use our speaking and listening skills to explore <i>The Boy at the Back of the Class</i>. We will join discussions, share our ideas, and express our feelings and opinions about the characters and events in the story. We will work with others to understand the main points, contribute relevant thoughts, and communicate clearly about the book's themes.</p>
Maths	<p>This term learners will be looking at fraction, decimal and percentages. Pupils will explore how fractions, decimals and percentages represent parts of a whole and how these ideas help us make sense of real situations. They will learn to compare and convert between them, find fractions and percentages of amounts, and use these skills to solve everyday problems.</p> <p>The themes in <i>The Boy at the Back of the Class</i> provide a meaningful context for this learning. The story's focus on kindness and fairness mirrors the mathematical idea of sharing equally. When Ahmet joins the class, pupils can think about dividing resources into equal fractions, using percentages to show class opinions in surveys about friendship or inclusion, or using decimals to calculate distances the children travel during their mission to help him. These links help show that maths is not just numbers, it's a tool for understanding real people and real situations.</p>
Science	<p>I can identify parts of plants and animals and sort living things into groups. I understand where animals live and why, and I can match them to their habitats. I also know what plants and animals need to survive and can use pictures to show a simple food chain</p>
Humanities	<p>This term, students will use the story <i>The Boy at the Back of the Class</i> to explore key Humanities concepts such as diversity, tolerance, stereotypes, prejudice, and discrimination. Through discussions linked to the characters and events in the book, they will learn to define and talk about diversity and tolerance, recognise different stereotypes and why they can be harmful, and identify the forms and effects of prejudice shown in the story. Students will also develop their understanding of the difference between prejudice and discrimination, using examples from the book to explain how these ideas appear in real-life situations and how they impact individuals and communities.</p>
Sports Leaders	<p>Throughout this term, students will develop their leadership skills in sport and physical activity. By the end of the unit, students will be able to adapt activities to meet participant needs, showing awareness of different abilities and motivations. They will plan two sports or physical activities, demonstrating understanding of organisation, safety, and progression.</p> <p>Students will practise using two effective motivation methods when assisting in leading sessions and will complete a minimum one-hour practical demonstration of leadership to showcase their developing skills. Communication will be a key focus; students will use at least two verbal and two non-verbal communication methods effectively, and will demonstrate active listening on at least one occasion. Collectively, these skills will prepare students to lead safe, inclusive and engaging sports activities with confidence.</p>
PE	<p>During this half term, learners will develop a range of physical, social, and personal skills through practical PE activities and team games. They will focus on working cooperatively with others to build fielding strategies that help prevent the opposition from scoring, while also developing accuracy and control when throwing and catching under pressure in game situations. Learners will have opportunities to apply these skills in small-sided games, where they will also practise shooting and making decisions during play.</p> <p>Alongside their physical development, learners will work on important personal and social skills that support success in PE and across the wider school environment. They will learn to follow instructions carefully, practise safely, and complete simple tasks with growing independence. Learners will also be encouraged to reflect on their own strengths, recognise what they are good at, and build confidence in their abilities. Through paired and group activities, they will continue to develop their ability to work sensibly with others, take turns, and share equipment and ideas respectfully.</p>

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Personal Development	Self-belief in PSD focuses on helping pupils recognise their strengths, trust their abilities, and understand that challenges can be overcome with resilience and support. This theme connects powerfully with <i>The Boy at the Back of the Class</i> , where characters show courage, determination, and confidence in doing what they believe is right.
Home cooking Skills	
Digital Skills	<p>EL3 Learners understand the difference between public and private online communication and can use key terminology for various digital communication methods. They can communicate effectively with single or multiple recipients and recognise how online verification systems work. Learners are able to complete, check, and submit online forms accurately as part of digital transactions and understand how different online payment methods operate safely.</p> <p>L1 Learners can understand and use different modes of online communication and recognise the range of online transactional services available. They can interact confidently with the key functions of online transactions, understand and prevent risks when buying online, and use different methods to compare products or services. Learners are able to evaluate options and identify the best buying choice based on clear comparisons.</p>
Art	<p>This 6-week KS3 Art curriculum uses <i>The Boy at the Back of the Class</i> as a starting point to explore themes of belonging, empathy, and identity through 2D design.</p> <p>Across one-hour weekly lessons, students gradually build their skills by:</p> <ul style="list-style-type: none"> Learning and applying formal elements (line, colour, shape, texture) Developing ideas from primary (personal responses) and secondary (images, text) sources Using visual language and symbolism to communicate meaning Planning, presenting, and refining their ideas through discussion and feedback Producing a final 2D artwork that expresses themes from the story <p>The curriculum is SEN-friendly, with clear structure, scaffolding, visual supports, and flexible outcomes to ensure all learners can access and succeed. Each lesson includes key vocabulary, structured tasks, and stretch opportunities to challenge higher-attaining students while supporting those who need additional guidance.</p> <p>Overall, students move from exploring ideas → developing concepts → creating and evaluating a final piece, building both artistic skills and emotional understanding.</p>