

Subject	Autumn Term	Spring Term	Summer Term				
Maths	<p align="center"><b>Maths mastery</b></p> <p align="center">In this strand, students develop their core understanding of the number system and how to use the 4 operations to manipulate this. They will work within a topic until they have mastered it and then move on to further their mathematics skills. This mastery strand will be visited every week.</p>						
	<p align="center"><b>Geometry</b> 2D/3D shapes Transformations</p> <p align="center"><b>Statistics</b> Sorting Displaying data Interpreting data</p>	<p align="center"><b>Measures</b> Length, capacity weight Temperature</p> <p align="center"><b>Number</b> Fractions Decimals Percentages</p>	<p align="center"><b>Measures</b> Money Time</p> <p align="center"><b>Geometry</b> Angles Position and direction</p>				
English	Reading Skills	Gothic Literature	<table border="1"> <tr> <td data-bbox="1052 579 1328 644">Science Fiction</td> <td data-bbox="1328 579 1601 644">Writing to Explain - Superheroes</td> <td data-bbox="1601 579 1877 644">Poems from other cultures - Caribbean</td> <td data-bbox="1877 579 2143 644">Media - Advertising</td> </tr> </table>	Science Fiction	Writing to Explain - Superheroes	Poems from other cultures - Caribbean	Media - Advertising
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Computing	Digital Literacy: Online Safety		Digital Literacy: Technology in our lives				
	Information Technology: Multimedia Text & Images		Information Technology: Multimedia Sound & Motion				
Science	Matter (Solids, Liquids & Gases) Genes (Reproduction & Inheritance)		<p align="center">Energy (Resources &amp; Transfers) Organisms (Human Body)</p> <p align="center">Reactions (Chemical Reactions) Forces (Forces &amp; Motion) Ecosystems (Green Plants)</p>				
Life Skills	Household Cleaning		Food hygiene and safety				
Art & Design	<p align="center"><b>Textile landscape</b></p> <p align="center"><b>Artist reference: Moy Mackey, Andrea Hunter and Katrin Eagle</b></p> <p align="center">Focus: working with felt as an art medium Research into felt artworks and sourcing of a landscape scene that can be interpreted into an art work Developing of drawing skills – mapping out a landscape. Adding features Techniques – felt making</p> <p align="center"><b>Creating a landscape artwork using felt and then adding embellishments for added effect</b></p>		<p align="center"><b>What's in a building?</b></p> <p align="center"><b>Artist reference: Hundertwasser, Frank Gehry</b></p> <p align="center">Architecture – scale, shapes and designs One-point Perspective Consideration to features of a building – windows, doors, roofs and brickwork Experimentation with stability and strength</p> <p align="center"><b>Making a free-standing house from reinforced corrugated card</b></p>				
	<p align="center"><b>Managing Own Money</b></p> <p align="center"><b>Natural Forms</b></p> <p align="center"><b>Artist reference: Victorian photographer Karl Blossfeldt</b></p> <p align="center">Mono drawings, looking at form and shape Photographs of natural forms – primary source Create own studies from observation</p> <p align="center"><b>Produce a design for a ceramic vessel based on nature or natural forms</b></p>						
<p align="center"><b>Music</b></p> <p align="center"><b>Sparkyard Curriculum</b></p>	<p align="center"><b>Exploring rhythmic layers</b></p> <p align="center">Exploring time signatures and performing together</p>		<p align="center"><b>Music &amp; Words</b></p> <p align="center">Developing an understanding of musical vocabulary</p> <p align="center"><b>Exploring Melody, Harmony &amp; Lyrics</b></p> <p align="center">Exploring melodic layers Exploring scales, intervals and chords</p>				

Formal Long-Term Plan – Satellite (Dorin@Upton High) (KS3, 2024-25)

	Performing rhythms expressively Exploring rhythmic texture Creating and notating musical texture	Improvising musical patterns Exploring Jazz Composing and notating music inspired by lyrics and poetry	Creating and playing harmonic accompaniments Combining lyrics, melody and harmony
<b>Humanities</b> Green - Geography element Blue - History element	<b>The Slave Trade</b> The British Empire 1745-1901  <b>A study of Kenya</b> Location knowledge - a study of Africa	<b>The Black Death</b> Medieval Britain 1066-1509  <b>Coasts</b> Changing landscapes	<b>The Qing Dynasty</b> Significant world history 1644-1911  <b>China</b> Place knowledge - a region of Asia
PE	TBC	TBC	TBC
<b>PHSCE</b>  <b>Jigsaw Curriculum</b>	<b>Being Me in My World</b> 'Who am I and how do I fit?'  <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this  <b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships  <b>Changing Me</b> Coping positively with change
RE	<b>Christianity</b> – Harvest <b>Judaism</b> – Hanukkah <b>Christianity</b> – Christmas	<b>Sikhism</b> – Sikh Beliefs <b>Christianity</b> – The Easter Story	<b>Islam</b> – Beliefs, Ramadan and Eid <b>Christianity</b> – Stories from the Bible