

<p>ENGLISH</p>	<p>Students will begin with an introductory unit about Shakespeare, focusing on 'The Tempest'. They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Bone Sparrow' to practise using evidence to support their explanations.</p> <p>In the second half term, students will read and respond to classic mythical tales. They will begin to analyse the tales, reflect on world literature and explore how this has impacted modern texts. In addition, students will develop their creative writing skills ready to undertake a descriptive writing assessment at the end of the unit.</p>
<p>MATHEMATICS</p>	<p>Students will study the following topics:</p> <ul style="list-style-type: none"> • Solving problems with addition and subtraction • Solving problems with multiplication and division • Fractions and percentages of amounts • Four operations with directed number • Addition and subtraction of fractions <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
<p>SCIENCE</p>	<p>Students will be studying a range of biology, chemistry and physics concepts. They will finish the chemistry topic investigating mixtures and separation. They will then move on to the biology topic of reproduction and animals and finish the term studying the physics topic of electricity.</p>
<p>ART</p>	<p>Students will continue to study animals in a range of media. They will develop skills in colour theory through watercolour frogs and colour pencil animals. Students will learn how to mix and apply colour effectively. They will then research Aboriginal Art and design and make their own Aboriginal animal clay tile.</p>
<p>COMPUTING</p>	<p>Topics to be covered this term include writing increasingly complex control programs using flow charts, and using digital technology to enhance pictures. Students will learn to use a GUI based coding system which covers a diagrammatic overview of object - orientated programming with use of variables, sub-routines, conditions and loops. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
<p>COOKING AND NUTRITION</p>	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
<p>DESIGN TECHNOLOGY</p>	<p>Students will begin to explore a range of materials and computer-aided design software and computer-aided manufacture to produce functional products. Students will begin to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials.</p>
<p>DRAMA</p>	<p>This term students will study Greek Theatre & Myths. The aim of the unit is to demonstrate how research and development are key aspects of drama. Students will also explore physical and vocal skills in response to a historical style of theatre and complete a research project into the time period.</p>
<p>FRENCH</p>	<p>After briefly retrieving prior knowledge on appearance/height (from the end of last term), students will learn how to describe personalities in French, discovering the difference in masculine and feminine spellings of various traits. We then move on to clothes with adjectival agreement featuring once more and using new "er" verb "porter" (wear). Students will have a first try at describing a photo, what the person looks like and what they are wearing to merge new and existing knowledge. From there, grammar and vocabulary regarding weather is introduced, before we move to describing where we live and types of home.</p>

GEOGRAPHY	Students will begin learning about earthquakes and volcanoes and they will consider if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic and seismic hazards before case studying major volcanoes and earthquakes. This topic will see students studying old favourites like types of volcanoes and question the predictability and preparedness for earthquakes and volcanoes. Students will be encouraged to link their learning and geographical skills using the key concepts so they can continue to see the connections in their learning.
HISTORY	Students will complete their study into the Norman Conquest. The focus will then switch to an in-depth investigation into life in Medieval England. Our big questions will be centred on 'How much influence did the Church have in Medieval times?' 'How was the monarchy challenged in Medieval times?' and 'Why did the peasants revolt in Medieval times?' Throughout, students will continue to develop their skills of source analysis and extended writing.
LIFESKILLS	<p>Within the 'Life Beyond School' topic, students will explore different aspects of the 'workplace', including business structures, jobs and opportunities, and hierarchy within the workplace. Diversity and equal opportunities will feature in this topic alongside exploring enterprise skills and qualities.</p> <p>In the Citizenship strand, students will find out about the roles of law and punishment in the management of the criminal justice system in the UK.</p> <p>In the statutory 'Health and Wellbeing' topic later in the term, students will explore what a healthy lifestyle is, including diet, exercise and lifestyle balance. There will be a focus on healthy choices to support an effective and successful learning experience for all.</p> <p>Useful resources to support this term's learning can be found at https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvqdm , https://www.bbc.co.uk/bitesize/clips/zbm9jxs , https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zxnwktk</p>
MUSIC	'The Classical Music of North India' Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.
PHYSICAL EDUCATION	PE courses will continue to be in the following areas: netball, dodgeball, handball, cross-country, volleyball, sports hall athletics, hockey, netball, football and ultimate frisbee. Games lessons will focus on developing skills and will include aspects of fitness. Students will be required to transfer the skills and tactics they learnt during the autumn term into various sports.
RELIGION, PHILOSOPHY & ETHICS	In the first half-term, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions. The theme for the second half term is 'Do prophets influence us today?' Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today, and question whether there is a need for a modern prophet.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.