

English/Literacy/ Communication:

Reading: each class will access a class book around the termly theme, additionally pupils will work on their personalised reading objectives through class and individual reading sessions. The class book will provide a bases for developing decoding and language comprehension skills (see personalised targets)

SPaG/Phonics: Spelling lists, speech punctuation, the form of 'a' & 'an', plural and possessives (plus personalised SPaG targets)

Writing: pupils will develop the skills to write in narrative, plan and sequence their own creative ideas to form a fictional work, and to consider how to develop a character within a fictional work. Pupils should also continue to develop their letter formation and handwriting skills, where appropriate.

Maths:

Number: Place Value, minus numbers, decimals, and percentages.

S.S.M: 3D shapes, Nets, comparing units of measure

Recall/retrieval:

Consolidation of formal processes (+ - x divide)

Timetables rehearsal
Using a calculator

Topic overview (English/SMSC focus):

Key Questions: What makes a Hero? What are the conventions of a Hero and a Villains in books and films? Who is your hero? Who are the heroes that have changed the world? What can I do to be an everyday hero? Who are the Heroes in our community? What makes me a hero?

Week 1: what makes a hero? (The avengers) **Week 2:** What makes a Villain? (101 Dalmatians), **Week 3:** Heroes vs Villains, **Week 4:** Being a hero... how to change the world, **Week 5** Real-life heroes: civil rights, **Week 6:** Real life heroes: in our community, **Week 7:** Personal Heroes



KS3



Term 1

Heroes and Villains termly overview

Cooking:

- Superfoods
- Healthy Diets
- Understanding food labels

PE:

- Circuits
- Balance
- Core
- Heart rate

Creativity

- Cartoons and Animations
- Pop Art
- Interactive Soundscapes (app)

PHSE:

My Superpowers: Self esteem, celebrating diversity, promoting positive mental wellbeing

Science:

The Science of Superpowers: changes of state of matter; magnetism; heat



Rationale: due to the school closures (Covid-19) for almost half of the previous academic year, the majority of our pupils have not accessed any form of formal, school based education since March 2020. Therefore, pupils require a curriculum provision that is engaging, aims to consolidate and recall previous learning based on formative assessment, yet retaining the structured routine of the 'normal' school day.



Topic lesson - 'What will they know by the end of term?' (English focus)

These will require adapting/differentiated based on class:

I can name the conventions of 'good/evil' characters within writing.

I can use adjectives and other descriptive devices to describe a character.

I can write in first person/second/third person.

I can plan/sequence a series of events to create a narrative.

I can use language/words/symbols to convey an opinion or thought about a noun.

I can consider why I am writing, and who I am writing for. (audience and purpose)

I can use language/vocabulary to create an intended effect or to influence the reader.

I can use organisational devices to structure longer texts and to guide readers

I can describe settings, characterisers and atmosphere and integrate dialogue to convey character.

I can write in, and organise paragraphs around themes

I can use new vocabulary and apply this to my writing and speech

National Curriculum links:

National Curriculum (English KS1 & KS2)

Alongside, pupils' individual literacy targets, pupils will...

Develop positive attitudes towards and staying for writing by:

- writing narratives about personal experiences and those of others (real and fictional);
- writing about real events;
- writing for different purposes

Pupils should plan what they are going to say before the begin writing by:

- planning or discussing what they will write.
- use pictures/photos or key words to plan a narrative.
- encapsulate or summarise what they want to say/write prior to writing.

Promoting Fundamental British Values through SMSC:

School should...

Enable pupils to distinguish right from wrong...

Enable students to accept responsibilities for their actions/behaviour.

Encourage respect for others...

'What will they know by the end of term?' (SMSC focus)

-I can identify/recall traits/characteristics of a 'Hero'.

-I can identify/recall traits/characteristics of a 'Villain'.

-I can identify moral and immoral choices/ tell the difference between right or wrong.

-I can make a prediction about a story based on what I know about Heroes and Villains.

-I can identify a number of influential people that made positive changes to the way we live today.

-I can identify people who help us in our community.

-I can consider a person who is a hero to me, and describe why they are a hero (using the prior discussed traits).

-I can identify acts of kindness