



# Curriculum Overview for Parents/Carers

## SPRING TERM 2026

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S5/Year 8</b>
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SUBJECT	SPRING 1	SPRING 2
<b>English</b> Mrs Greenwood	<p style="text-align: center;"><b><u>Gulliver's Travels by Jonathan Swift</u></b></p> <p>During the Spring term, we will be reading the classic tale by Jonathan Swift, retold by Luke Hayes. The story tells the story of Gulliver's adventures in unusual and imaginative lands. The story covers themes of perspective, abuse of power, society vs. individual, knowledge, truth vs. deception, and moral versus physical strength and uses satire to critique human nature and politics. Pupils will read the story as a class and complete activities to demonstrate their understanding of the text, whilst working on their writing and speaking and listening skills.</p> <ul style="list-style-type: none"> <li>✓ Pupils will also take part in weekly spelling, punctuation and grammar sessions.</li> </ul>	
<b>PSHE</b> Mrs Greenwood	<p style="text-align: center;"><b><u>Managing Feelings</u></b></p> <p><b><u>Pupils will</u></b></p> <ul style="list-style-type: none"> <li>✓ Understand and work to improve their self-esteem</li> <li>✓ Develop strategies of to cope with negative comments</li> <li>✓ Understand strong feelings and how to deal with them</li> <li>✓ Develop their understanding of romantic feelings and sexual attraction</li> </ul>	<p style="text-align: center;"><b><u>Changing and Growing</u></b></p> <p><b><u>Pupils will</u></b></p> <ul style="list-style-type: none"> <li>✓ Understand what puberty means</li> <li>✓ Reflect on what friendships are</li> <li>✓ Explore and understand the difference between healthy and unhealthy relationships</li> </ul>
<b>Art and Design</b> Mrs Faucitt	<p style="text-align: center;"><b><u>African - Tribal Art</u></b></p> <p>Tribal Art            African Tribes            Mask designs            Mask making            Repeating pattern</p>	<p style="text-align: center;"><b><u>Indian - Tribal Art</u></b></p> <p>Repeating patterns            Adivasis Art Forms            Print making            Textiles</p>

<p style="text-align: center;"><b>Maths</b> Mrs Greenwood</p>	<p style="text-align: center;"><b><u>Subtraction</u></b></p> <p><b><u>Pupils will</u></b></p> <ul style="list-style-type: none"> <li>✓ Revisit and understand vocabulary related to subtraction</li> <li>✓ Practise their mental and written methods of subtracting</li> <li>✓ Apply new and existing skills to word problems and real-life practical situations</li> <li>✓ Inverse rules</li> </ul> <p style="text-align: center;"><b><u>Length</u></b></p> <p><b><u>Pupils will</u></b></p> <ul style="list-style-type: none"> <li>✓ Revisit standard units of length (mm/cm/m/km)</li> <li>✓ Use equipment to measure accurately</li> <li>✓ Convert units of measurement</li> <li>✓ Apply knowledge to word problems</li> </ul>	<p style="text-align: center;"><b><u>Multiplication</u></b></p> <p><b><u>Pupils will</u></b></p> <ul style="list-style-type: none"> <li>✓ Go over vocabulary associated with multiplication</li> <li>✓ Review repeated addition and grouping</li> <li>✓ Practise times tables</li> <li>✓ Practise written methods of multiplication (short and long multiplication)</li> <li>✓ Apply to word problems</li> </ul> <p style="text-align: center;"><b><u>Time</u></b></p> <p><b><u>Pupils will</u></b></p> <ul style="list-style-type: none"> <li>✓ Practise their knowledge and spelling of days of the week and months of the year</li> <li>✓ Develop analogue and digital time telling skills</li> <li>✓ Convert units of time and work out time durations</li> <li>✓ Apply knowledge to word problems</li> </ul>
<p style="text-align: center;"><b>Science</b> Miss Hinchcliffe</p>	<p style="text-align: center;"><b><u>VARIETY of LIFE</u></b></p> <ul style="list-style-type: none"> <li>✓ To understand the structure and similarities/differences of animal and plant cells</li> <li>✓ To know that cells form tissues and tissues form organs</li> <li>✓ To name some important organs in plants and humans</li> <li>✓ Describe living things and their features</li> <li>✓ Look at inherited and environmental variation</li> <li>✓ To understand natural selection and extinction</li> <li>✓ Vertebrates can be classified as reptiles, mammals, amphibians, fish and birds</li> </ul>	<p style="text-align: center;"><b><u>ENERGY</u></b></p> <ul style="list-style-type: none"> <li>✓ Temperature is a measure of how hot things are</li> <li>✓ Heat is lost to the surroundings</li> <li>✓ Investigate how heat loss can be reduced</li> <li>✓ To know what conduction, convection and radiation are</li> <li>✓ To investigate heat loss from different coloured cans</li> <li>✓ Learn about some conductors and insulators</li> <li>✓ How insulators keep our homes warm</li> <li>✓ How some materials change when heated or cooled</li> </ul>

<p><b>Design Tech</b> Mr Palamountain/ Mrs Faucitt</p>	<p style="text-align: center;"><u><b>Construction</b></u></p> <p>To construct a car out of wood and cardboard plastic that moves. Create a pleasing design.</p> <p>Learn about construction skills.</p> <p>Become familiar with car and vehicle design through the ages.</p>	<p style="text-align: center;"><u><b>Construction</b></u></p> <p>To construct a car out of wood and cardboard plastic that moves. Create a pleasing design.</p> <p>Learn about construction skills.</p> <p>Become familiar with car and vehicle design through the ages.</p>
<p><b>Geography</b> Mrs Greenwood</p>	<p style="text-align: center;"><u><b>Our Local Area</b></u></p> <p><u><b>Pupils will</b></u></p> <ul style="list-style-type: none"> <li>✓ Explore economic activity as part of a local area study</li> <li>✓ Explore land use in the local area</li> <li>✓ Explore local settlements</li> <li>✓ Explore local climates</li> <li>✓ Explore local rivers</li> <li>✓ Explore local hills and mountains</li> </ul>	<p style="text-align: center;"><u><b>Natural Resources</b></u></p> <p><u><b>Pupils will</b></u></p> <ul style="list-style-type: none"> <li>✓ Identify natural resources in Britain and how they are used</li> <li>✓ Identify ways in which natural resources are used to produce energy</li> <li>✓ Identify clean and renewable natural resources</li> <li>✓ Identify where wood is produced and the problems associated with it</li> <li>✓ Know where and how steel is produced</li> <li>✓ Know where and how glass is produced</li> <li>✓ Describe where natural resources come from and how they are used</li> </ul>
<p><b>History</b> Mrs Addison</p>	<p style="text-align: center;"><u><b>The Stuarts (1)</b></u> <u><b>James I</b></u></p> <ul style="list-style-type: none"> <li>✓ Union Jack Flag origins</li> <li>✓ King James and the '<i>Authorized King James Version of the Bible</i>'</li> <li>✓ The Gunpowder Plot</li> <li>✓ Witchcraft in the 1600's</li> <li>✓ The Pendle Witch Trials</li> </ul>	<p style="text-align: center;"><u><b>The Stuarts (2) Charles I</b></u></p> <ul style="list-style-type: none"> <li>✓ Charles I becomes King</li> <li>✓ The English Civil War (Roundheads VS. Cavaliers)</li> <li>✓ Oliver Cromwell and the New Model Army</li> <li>✓ Execution of the King</li> <li>✓ Oliver Cromwell and Ireland</li> <li>✓ Oliver Cromwell: Hero or Villain</li> </ul>

<p><b>Computing</b> Mr Rider</p>	<p><b><u>Computer systems and data science</u></b></p> <p>Students will learn about and discuss</p> <ul style="list-style-type: none"> <li>✓ Computer programs</li> <li>✓ The parts of a computer</li> <li>✓ Operating systems</li> <li>✓ AI.</li> </ul>	<p><b><u>Data representation: text and numbers</u></b></p> <p>Students will learn about and discuss</p> <ul style="list-style-type: none"> <li>✓ How information is stored and processed</li> <li>✓ How to encode and decode short messages</li> <li>✓ Binary digits</li> <li>✓ Converting between decimal and binary.</li> </ul>
<p><b>Food Technology</b> Mrs Leach</p>	<p><b><u>Basic Food handling skills</u></b></p> <ul style="list-style-type: none"> <li>✓ The pupils will continue to build on their food handling skills.</li> <li>✓ They will make simple meals using various parts of the cooker : - The hob The grill The oven</li> </ul>	<p><b><u>Healthy eating</u></b></p> <ul style="list-style-type: none"> <li>✓ The pupils will learn about healthy eating and about eating less fat, salt, sugar, and more fibre.</li> <li>✓ They will make simple recipes and alter the ingredients to make them healthier.</li> </ul>
<p><b>PE</b> Mr Darlington-Knight</p>	<p><b><u>Invasion games</u></b></p> <p>Key skills: Throwing, catching, teamwork, observation and communication.</p> <p>Pupils will develop the skills needed to play various invasion games.</p> <p>Each PE lesson is underpinned throughout with health education, and we will discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Importance of warming up.</li> <li>✓ Keeping healthy.</li> <li>✓ Looking after your heart.</li> <li>✓ Benefits of exercise.</li> <li>✓ How to stay fit.</li> </ul> <p>S5 will swim every Wednesday this term</p>	<p><b><u>Net and wall games</u></b></p> <p>Focus: Hand-eye coordination, communication, basic rules and gross motor skills.</p> <p>Key skills: Pupils will practice developing hand-eye coordination, communication, basic rules and gross motor skills.</p> <p>Pupils will develop the skills needed to play various net and wall games such as tennis and badminton.</p> <p>Each PE lesson is underpinned throughout with health education. We will discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The importance of warming up.</li> <li>✓ Keeping healthy.</li> <li>✓ Looking after your heart.</li> <li>✓ The benefits of exercise.</li> <li>✓ How to stay fit.</li> <li>✓</li> </ul> <p>S5 will swim every Wednesday this term</p>

<p style="text-align: center;"><b>RE</b> Miss Boddy</p>	<p style="text-align: center;"><b><u>Religion: Sikhism</u></b></p> <p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Learning objective:</b> Pupils will be learning about the relevance of Sikh stories today. This will be achieved through completing a wide range of tasks, debates and activities.</p>	<p style="text-align: center;"><b><u>Religion: Christianity</u></b></p> <p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Learning objective:</b> Pupils will examine whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. This will be achieved through debates and various learning activities.</p>
<p style="text-align: center;"><b>Music</b> Mrs Prescott</p>	<p style="text-align: center;"><b><u>Keyboard World</u></b></p> <p>Introductory Units to playing the Keyboard. Pupils will explore up to 3 progressive stages of keyboard playing. They will learn increasingly complex pieces as they travel through the fun and interactive music world stages:</p> <ul style="list-style-type: none"> <li>✓ developing their ability to follow and play from notation;</li> <li>✓ playing games and quizzes to support their musical theory knowledge;</li> <li>✓ improvising and composing on the keyboards.</li> </ul>	

**Employability**  
Mr De Sylva

**Personal Safety in the Home and Community / Communication skills**

**Communication skills**

- ✓ Build confidence in speaking and listening through structured, low-pressure activities such as paired talk, role play, and guided discussion.
- ✓ Develop vocabulary and sentence structure using explicit teaching, visual supports, word banks, and repetition.
- ✓ Strengthen listening and turn-taking skills with clear routines, modelling, and supported group work.
- ✓ Embed regular opportunities for practising real-life communication skills, including expressing opinions, asking questions, and social interaction.
- ✓ Monitor progress through ongoing formative assessment, personalised targets, and consistent feedback to support individual needs.

**Personal Safety in the Home and Community WJEC**

LO: Understand how to keep themselves safe when travelling around.

- ✓ AC1.1 Identify some of the risks that they might face when out and about.
- ✓ AC1.2 Show how they would keep themselves safe if they were faced with a risky situation.
- ✓ AC1.3 Demonstrate that they can travel safely and independently to a familiar destination using public transport.

LO: Be able to demonstrate ways to keep themselves safe when in the home.

- ✓ AC2.1 Identify safety rules when using different items of home equipment.
- ✓ AC2.2 Demonstrate safe practices when carrying out simple household activities.

**If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher via Seesaw/Email.**