



# Curriculum Overview for Parents/Carers

## AUTUMN TERM 2026

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| Key Stage | 3 | Class/NC Year | S2/Year 7 |
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| SUBJECT                       | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>English</b><br>Mrs Addison | <p><b><u>Macbeth</u></b></p> <p>We will be exploring and reading our set text – Macbeth. The pupils will study a reduced version of the original play and will learn about Shakespearean language. The pupils will use costumes alongside speaking, listening and reading (acting skills) to bring the play alive. Pupils will also be completing comprehensions and writing tasks to consolidate learning.</p> <p><b><u>Autumn Poetry</u></b></p> <p>Pupils will explore poetry and the different styles. They will create an Autumn themed poem of their own</p> <p><b><u>SPaG</u></b></p> <p>A review of basic grammar: letter, capital letter, word, singular, plurals. Sentence construction, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practised.</p> <p>Reading sessions</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>PSHE</b><br>Mrs Addison    | <p><b><u>Self-Awareness</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify their personal strengths and areas for development.</li> <li>✓ Playing and working together, social skills</li> <li>✓ Getting on with others – building and sustaining relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b><u>Self-Care, Support and Safety</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify some different responsibilities we may have to help keep ourselves and others safe.</li> <li>✓ Identify when someone might need first aid because they are hurt/ injured.</li> <li>✓ Explain why it is important to persist with asking for help if our initial requests are not met or understood.</li> </ul>                                                                                                        |
| <b>Maths</b><br>Mrs Addison   | <p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>✓ Number work, counting</li> <li>✓ Ordering numbers</li> <li>✓ Place value</li> <li>✓ Partitioning</li> </ul> <p><b><u>The Four Operations:</u></b></p> <ul style="list-style-type: none"> <li>✓ Assessing understanding of the four operations:</li> <li>✓ Addition * Subtraction</li> <li>✓ Multiplying and Dividing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>Addition</u></b></p> <ul style="list-style-type: none"> <li>✓ Number bonds</li> <li>✓ Understanding addition rules</li> <li>✓ Understanding word problems</li> </ul> <p><b><u>2D Shapes</u></b></p> <ul style="list-style-type: none"> <li>✓ Properties of shapes</li> <li>✓ Perimeter</li> <li>✓ Angles</li> <li>✓ Patterns</li> </ul> <p><b><u>Capacity</u></b></p> <ul style="list-style-type: none"> <li>✓ Estimating, recording and comparing capacity</li> <li>✓ Using standard units of measure</li> </ul> |

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| <p><b>Science</b><br/>Miss Hinchcliffe</p>   | <p><b><u>Safety Skills</u></b></p> <ul style="list-style-type: none"> <li>✓ Safety rules</li> <li>✓ Naming apparatus</li> <li>✓ Handling chemicals</li> <li>✓ Measuring and reading scales</li> <li>✓ Plotting bar charts</li> <li>✓ Using a Bunsen Burner</li> <li>✓ Investigative skills</li> </ul>                                                                                                                                                                                                                          | <p><b><u>The Body</u></b></p> <ul style="list-style-type: none"> <li>✓ Body systems introduction</li> <li>✓ The heart and circulatory system</li> <li>✓ The lungs</li> <li>✓ The digestive system</li> <li>✓ The skeleton</li> <li>✓ Joints and muscles</li> </ul>                                                                                                                                                                                                                                                                                   |
| <p><b>Art and Design</b><br/>Mrs Addison</p> | <p><b><u>Pop Art</u></b></p> <p>Pop art is an art movement that emerged in the 1950s in Britain and the United States. It challenged traditional "high art" by incorporating images from mass media, commercial culture, and everyday life, such as advertising, comic strips, and consumer products. Pupils will explore this style and use the works of Roy Lichtenstein and Yayoi Kusama for inspiration. Lichtenstein was a leading figure in the American Pop Art movement of the 1950s and 60s.</p>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Geography</b><br/>Mrs Greenwood</p>    | <p><b><u>The UK</u></b></p> <ul style="list-style-type: none"> <li>✓ To be able to identify and describe key geographical features of the United Kingdom</li> <li>✓ To be able to identify and locate the counties of the United Kingdom</li> <li>✓ To be able to locate and identify towns and cities in the UK</li> <li>✓ To find out about the hills and mountains of the UK</li> <li>✓ To find out about the seas and coasts of the UK</li> <li>✓ To be able to identify and explore the major rivers of the UK</li> </ul> | <p><b><u>Exploring Scandinavia</u></b></p> <ul style="list-style-type: none"> <li>✓ To be able to locate Scandinavia's countries and major cities on a world map</li> <li>✓ To explore the climate and weather of Scandinavia</li> <li>✓ To explore the physical features of Scandinavia</li> <li>✓ To explore some aspects of the human geography of Scandinavia</li> <li>✓ To be able to compare and contrast an area in the UK with an area in Scandinavia</li> <li>✓ To be able to plan a tourist visit to a Scandinavian destination</li> </ul> |
| <p><b>History</b><br/>Mrs Addison</p>        | <p><b><u>The Norman Conquest (1)</u></b></p> <ul style="list-style-type: none"> <li>✓ What is History – Introduction to Primary/Secondary Sources/Chronology</li> <li>✓ Three Kings for the Throne</li> <li>✓ The Battle of Stamford Bridge</li> <li>✓ William the Conqueror</li> <li>✓ The Battle of Hastings</li> </ul> <p><u>Creative – Puppets to act out the Norman Conquest/Role play/drama</u></p>                                                                                                                      | <p><b><u>The Norman Conquest (2)</u></b></p> <ul style="list-style-type: none"> <li>✓ How did William keep control?</li> <li>✓ Feudal System</li> <li>✓ Castles (types, features)</li> <li>✓ Castles (attack and defense)</li> <li>✓ Norman Life</li> <li>✓ Norman jobs</li> </ul> <p><u>Creative – Bayeux tapestry/Castle Construction</u></p>                                                                                                                                                                                                      |

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| <b>Employability</b><br>Mrs Addison | <p style="text-align: center;"><b><u>Communication – How do we communicate our needs?</u></b></p> <ul style="list-style-type: none"> <li>✓ What is communication?</li> <li>✓ How can we communicate?</li> <li>✓ What do we communicate?</li> <li>✓ Recognising and communicating emotions – expressive language skills</li> <li>✓ To understand a range of emotions and what triggers them</li> <li>✓ Taking turns in different situations</li> <li>✓ Social cues in communication</li> <li>✓ Speaking and listening activities/role play</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Computing</b><br>Mrs Sanabrias   | <p style="text-align: center;"><b><u>Digital Skills</u></b></p> <p>Pupils will develop the confidence, skills and independence needed to use computers and digital devices safely and effectively in everyday life. Through practical activities, pupils will build essential digital skills including keyboard and mouse skills, logging in, opening and saving work, and navigating familiar websites.</p>                                                                                                                                         | <p style="text-align: center;"><b><u>Staying safe online</u></b></p> <p>Pupils are introduced to the key skills they need to stay safe when using technology and the internet. They will learn about:</p> <ul style="list-style-type: none"> <li>✓ keeping personal information private</li> <li>✓ creating and using strong passwords</li> <li>✓ safe use of devices and accounts recognising safe and unsafe websites and online content</li> <li>✓ identifying trusted adults and knowing who to ask for help</li> <li>✓ making sensible choices when using the internet</li> </ul> |
| <b>Life Skills</b><br>Mrs Addison   | <p style="text-align: center;"><b><u>Personal Hygiene</u></b></p> <p>Pupil’s will explore what personal hygiene entails - daily self-care habits—like handwashing, brushing teeth, bathing, and nail care—that keep them healthy, remove germs, and prevent the spread of illnesses. Teaching these routines early builds independence and sets the foundation for lifelong health.</p>                                                                                                                                                              | <p style="text-align: center;"><b><u>Responsibilities</u></b></p> <p>We will look at the meaning of responsibilities including personal care, household chores, and social conduct. These tasks help build independence, compassion, and accountability as they grow.</p>                                                                                                                                                                                                                                                                                                              |
| <b>Food Technology</b><br>Mr Rider  | <p style="text-align: center;"><b><u>Basic skills – kitchen safety and personal hygiene</u></b></p> <ul style="list-style-type: none"> <li>✓ Students will make all elements of a pizza.</li> <li>✓ Will look at features of a food technology room.</li> <li>✓ Safe use of equipment.</li> <li>✓ Discuss food hygiene.</li> </ul>                                                                                                                                                                                                                   | <p style="text-align: center;"><b><u>Basic skills – small appliances</u></b></p> <ul style="list-style-type: none"> <li>✓ Students will make a smoothy, beans on toast and soup.</li> <li>✓ Safe use of knives.</li> <li>✓ Using a blender, microwave, and toaster.</li> </ul>                                                                                                                                                                                                                                                                                                         |

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| <p><b>RE</b><br/>Mrs Addison</p>     | <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>® <b>Theme:</b> Commitment</li> <li>® <b>Religion:</b> Islam</li> <li>® <b>Concept:</b> Incarnation</li> <li>® <b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</li> </ul> <p>✓ Pupils will recap on the 5 pillars of Islam. We will learn about how Muslims demonstrate and maintain their faith, including fasting, pilgrimages and charity work.</p>                                                                                                                                  | <p><b><u>Title of content</u></b></p> <ul style="list-style-type: none"> <li>® <b>Theme:</b> Christmas</li> <li>® <b>Religion:</b> Christianity</li> <li>® <b>Concept:</b> Incarnation</li> <li>® <b>Key Question:</b> Is the Christmas story true?</li> </ul> <p>✓ Pupils will be learning what Christians learn from the Christmas story and the true meaning. Pupils will start to express an opinion on the Christmas story and what this might mean to Christians.</p>                                                                                               |
| <p><b>Music</b><br/>Mrs Prescott</p> | <p><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>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>PE</b><br/>Miss Boddy</p>      | <p><b><u>Gymnastics</u></b></p> <p><b><u>Key elements:</u></b> Travelling, moving in different directions, shape, balancing, communication and collaboration.</p> <p>Pupils will practice a variety of different balances, shapes, ways of travelling and create a short Gymnastics sequence.</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> </ul> | <p><b><u>Netball</u></b></p> <p><b><u>Key skills:</u></b> Throwing, catching, spatial awareness, teamwork, communication and movement.</p> <p>Pupils will develop a range of throwing and catching skills. They will also practice the skills needed to play a game of netball.</p> <p>Each PE lesson is underpinned throughout with health education. 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> </ul> |

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