

# Birch Wood Vale – KS3

## *The Yard*

### Cycle 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>Poetry (thematic based on identity)</b> Poetic techniques Selecting evidence Analysing language Context (where relevant) Writing up PEEL paragraphs  Assessment: one PEE/PEEL paragraph in response to a poem studied  <b>1 lesson per week:</b> <b>Non-fiction Reading Skills:</b> The Day Explorer Comprehension and inference training Text transformation Presentations	<b>Poetry (thematic based on student interest – humour)</b> Poetic techniques Selecting evidence Analysing language Context (where relevant) Writing up PEEL paragraphs  Assessment: one PEE/PEEL paragraph in response to a poem studied  <b>1 lesson per week:</b> <b>Non-fiction Reading Skills:</b> The Day Explorer Comprehension and inference training Text transformation Presentations	<b>Narrative Writing Skills</b> - Fiction extracts - Sensory objects as inspiration for writing - Descriptive writing - Literary devices - Short story structure  Assessment: one extended piece of narrative writing  <b>1 lesson per week:</b> <b>Non-fiction Reading Skills:</b> The Day Explorer Comprehension and inference training Text transformation Presentations		<b>Drama</b> (text based on student interest) Dramatic devices Context Selecting evidence Analysing language Plot, characters and themes  Assessment: one PEEL/PEDAL paragraph in response to the text studied  <b>1 lesson per week:</b> <b>Non-fiction Reading Skills:</b> The Day Explorer Comprehension and inference training Text transformation Presentations	<b>Drama</b> (text based on student interest) Dramatic devices Context Selecting evidence Analysing language Plot, characters and themes  Assessment: one PEEL/PEDAL paragraph in response to the text studied  <b>1 lesson per week:</b> <b>Non-fiction Reading Skills:</b> The Day Explorer Comprehension and inference training Text transformation Presentations
Mathematics	<b>KS3 Entry Level Pathway</b> <b>Number</b> Place Value, rounding, Addition and Subtractions <b>Money</b> Money Handling Skills <b>Geometry</b> 2D and 3D shapes Positional Language and direction Co-ordinates  <b>KS3 Challenge Pathway</b> <b>Number</b> 4 operations including decimals and negative numbers BODMAS <b>Geometry</b> Shapes, perimeter and area Circles, circumference and area Co-ordinates  <b>All Pathways</b> <b>Rickshaw Challenge</b> Enterprise/Team building challenge for Children in Need		<b>KS3 Entry Level Pathway</b> <b>Number</b> Multiplication and Division <b>Geometry</b> Symmetry Angles  <b>KS3 Challenge Pathway</b> <b>Fractions</b> 4 operations of fractions <b>Statistics</b> Scatter graphs, Pie charts and Frequency diagrams	<b>KS3 Entry Level Pathway</b> <b>Time</b> Calendar Telling the time <b>Fractions</b> Unit Fractions of shapes and numbers  <b>KS3 Challenge Pathway</b> <b>Fractions</b> 4 operations of fractions <b>Statistics</b> Scatter graphs, Pie charts and Frequency diagrams	<b>KS3 Entry Level Pathway</b> <b>Time</b> 24 hr clock Real life time problems <b>Fractions</b> Fractions of numbers Addition and Subtraction of fractions <b>Measure</b> Measurement skills <b>Statistics</b> Tally charts and frequency  <b>KS3 Challenge Pathway</b> <b>Algebra</b> Simplifying and substituting <b>Probability</b> Calculating probability And/ Or rules	<b>KS3 Entry Level Pathway</b> <b>Measure</b> Choosing correct units Converting units  <b>Statistics</b> Bar charts and Pictographs Analysing graphical data  <b>KS3 Challenge Pathway</b> <b>Number</b> Prime numbers and factorisation. Factors and Multiples
Science	Nutrient Food tests Unhealthy diet Digestive system	Circuits and currents Potential difference Series and parallel Resistance	Mixtures, solutions and solubility Filtration, evaporation, distillation and chromatography Food and fuels	Energy resources and power Competition and adaptation Adapting to change Variation	Metals and acids Metals and oxygen Metals and water Metal displacement reactions	The Earth and its atmosphere Sedimentary rock, igneous rock and metamorphic rock The rock cycle

	Drugs, alcohol, and smoking Metals and non-metals Periodic table	Magnets and magnetic fields Photosynthesis Aerobic and anaerobic respiration	Energy and temperature	Inheritance Natural selection Extinction		The carbon cycle
IT	<b>Computing</b> <b>Kodu Programming</b> Explore and develop skills in using tools in Kodu. Students will gain an insight in how programming works. Students will be planning and creating a product as part of their assessment.		<b>Use of IT in the real world -</b> <b>Developing skills in using Microsoft Word</b> Students will develop skills in using software that is used in the real world. Students will explore how to use tools in the Microsoft Word.		<b>Staying Safe in the Digital World</b> Students will develop an understanding on how to stay safe in the digital world. Students will gain knowledge on the dangers and ways to stay safe when using online applications.	
Art, Design & Food	Project 1: Van Gogh, Starry Night You will be learning to read a painting in group discussions, identifying key words. The theme is landscapes (fore, middle & background) and learning to draw the natural forms and made shapes you will observe. You will be using a range of Media.		<b>Cam toys:</b> learners to develop knowledge of system and control, explored in 3RH to create a moving cam that reflects an understanding of control of movement, whilst continuing to develop skills in CAD/CAM		Project 2: Kandinsky, Abstract Expressionism. You will be learning to read a painting in group discussions, identifying key words. The themes are dynamic colour, creative lines and floating shapes. You will develop an understanding of the colour relationships including, complementary, harmonious, temperatures and how they effect each other.	<b>Night light:</b> (electronics System and control) Learners will build on their basic electronics knowledge to create a circuit to control a night light and develop vital CAD/CAM skills
Art	The theme is ‘Favelas’. This is a predominantly 3D art project that focuses on how to carefully construct using cardboard and a range of materials. Their work will be informed by factual information based on favela’s in Brazil, research and then developed using their own imaginative twists. Students will experiment with and record insights into this topic. Students will explore a range of painting styles, drawn designs and then apply this knowledge in their final favela sculpture. Opportunities for cross-curricular links to engage all students and develop more creative ideas within their artwork		The theme is ‘Under the sea’. Students will have firsthand source inspiration to study and inspire their project, such as shells, sand and beach rocks. They will work from secondary source images to produce a range of drawings in pencil and pen. The Yard will explore various art techniques such as printmaking, collage and painting – leading up to creating a coral texture tile out of clay.		The theme is ‘Still Life’. This is a more traditional art project to end the academic year on, where the students will be introduced to a range of drawing materials and techniques – refining their observational drawing skills. Artists work will be explored, looking at a range of art styles, from the work of Patrick Caulfield to Picasso. The different art types will encourage the learners to see the objects they draw from a range of viewpoints, and make links back to their abstract studies from the previous unit.	
Performing Arts	<b>An Introduction into Drama Techniques</b> To develop drama toolkits by exploring different dramatic techniques. Students will be exploring freeze frames, thought tracking, split screening, use of voice, proxemics, levels and sound scaping.	<b>Preparation for Christmas Production</b> Students will have the option to work as an actor, or a prop and set designers. All students will work collaboratively as a team to create a final performance for the Christmas production.	<b>Greek Theatre</b> Exploring the history of Greek Theatre and the skills associated with it. Students will learn how to act as an ensemble, in unison and in cannon as well as looking at political theatre in history. Students will create a mask that they will perform with, as well as creating a devised piece that includes conventional techniques of Greek Theatre.	<b>Kensuke’s Kingdom</b> The exploration of the novel <i>Kensuke’s Kingdom</i> , by Michael Morpurgo through a dramatic approach.  As a group we will read the book and utilise drama techniques from Autumn term to bring it from page to stage.	<b>James and the Giant Peach – Developing Characterisation</b> Students will develop their confidence and explore vocal and physical performance skills. Skills from the ‘Intro to Drama’ module will be revisited.	<b>Twisted Tales</b> Students will tell a fairy tale from an alternative perspective. Students will work with a well-known story and will devise their own adaptation with a twist.
PSHCE	<b>Friendships</b> My feelings and other people, managing friendships, coping with arguments	<b>Outdoor Education</b> To develop: a sense of self, independence, confidence, problem-solving skills, empathy towards others and initiative. (Kayaking, Canoeing, Aerial trekking and archery)	<b>Medicine, Drugs and addiction</b> 'Good and bad' drugs, tobacco, alcohol, household chemicals, prescribed drugs, illegal drugs, gaming, gambling and peer pressure.	<b>Changing and growing</b> Key facts about puberty and the changing adolescent body, physical and emotional changes.	<b>How do I feel today?</b> Recognising emotions Exploring emotions beyond 'happy and sad'. How do we express feelings appropriately? Caring for others, recognising emotions in others and sharing.	<b>Recycling</b> Why we recycle, what can we recycle, how we recycle, looking after our world
PE	<b>OAA/Team building</b> Communication <b>Kinball</b> Confidence; Competence	<b>Invasion Games</b> Communication; Challenge; Competence <b>Gymnastics (floor)</b> Communication; creativity; competence	<b>Health Related Fitness</b> Challenge <b>Gymnastics (vaulting)/ Parkour</b> Communication; creativity; competence	<b>Net Games</b> Communication; Challenge; Competence <b>Invasion Games</b> Confidence; Competence; Challenge	<b>Tennis</b> Competence; Confidence <b>Striking and Fielding</b> Creativity; communication; challenge; competence	<b>Athletics/ HRF</b> Challenge <b>Striking and Fielding</b> Creativity; communication; challenge; competence
RE	<b>What do Christians learn from the Creation story?</b> Explore the religious of Christianity. To understand the beliefs and values of the religion and the importance to	<b>How do festivals and worship show what matters to Muslims?</b> Explore the religious of Islam. To understand the beliefs and values of the religion and the importance to	<b>Why is the Torah so important to Jewish people?</b> Explore the religious of Judaism. To understand the beliefs and values of the religion and the	<b>What does it mean to be Hindu in Britain today?</b> Explore the religious of Hinduism. To understand the beliefs and values of the religion	<b>What matters most to Humanists, Christians?</b> To explore religious and non-religious groups. To explore and understand their beliefs and values. Students to begin thinking about their own beliefs and making connections to personal experiences.	

	Christian people. Students to focus on the Creation Story and the importance of this story to Christians.	Muslim people. Students will explore festivals celebrated by Muslims and the importance of each.	importance to Jewish people. Students will explore the holy book.	and the importance to Hindu people. Students will explore what it is like to be Hindu today and their practices.	
Geography/History	<b><u>History</u></b> <b>The lives of significant individuals</b> Explore individuals who contributed to national and international achievements.	<b><u>History</u></b> <b>Events beyond living memory</b> Explore events that are significant nationally and globally: The Great Fire of London and Kings and Queens.	<b><u>Geography</u></b> <b>‘The UK’</b> Explore the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. Explore how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.		<b><u>Geography</u></b> <b>‘Around the world’</b> Explore the countries of the world are located, and some of the ways geographers describe locations and time zones. Explore, locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics.