



2012 - 2013

Key Stage 3 Curriculum

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Key Stage 3 Curriculum Overview 2011-2012 (Classes L1-L5)

This table outlines the main themes and topics to be covered this academic year. All subjects are linked to a main theme for each term, which has the aim of applying and consolidating knowledge gained in a cross-curricular method. Our aim is also to incorporate relevant educational visits for each theme/topic in order for students to apply their knowledge in practical settings. Where numbers are included in the plan, these reference the school schemes of work, which are based on those of the Equals S.E.N. organization. We also have a dedicated 15 minutes' reading every morning for all students in key stage 3 and incorporate literacy and numeracy skills into all lessons where practicable.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Travellers and Voyagers		Movement		Community	
	Learning will be linked to the physical and emotional needs of students and their peers, with a view to understanding similarities and differences and tolerating and embracing such. Self-confidence, mutual respect and a desire to learn and achieve are integral parts of this programme in addition to celebrating each other's achievements.		Learning will be linked to countries around the world, in the UK and Ireland, studying key dates, such as Hallowe'en, Christmas, Eid, Yom Kippur, St. Patrick's Day, St. George's Day, etc. For example, in art students will have the opportunity to make Mother's Day cards and in cookery, food journeys will be incorporated into the lessons to coincide with the same unit of work in geography.		Learning will be linked to the students thinking about where they live, how they can access their community and how they can help their community, get a sense of who they are, belonging and playing an active role. An example of this is the production of bird boxes to sell in the summer term and KS3 students preparing food to raise money to put back into the school cafe.	

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English	<p>Throughout the academic year, students will be working on giving & receiving information about themselves and others, gaining a range of skills from recognizing own names and key, high frequency words, signs in the community, to sentence level and simple grammatical rules. Depending on ability, students will also work on topic-based comprehension, carrying out various activities ranging from picture-picture matching, crosswords, anagrams and puzzles to detailed comprehension activities and creative writing.</p> <p>Students will also practice different forms of communication such as gesture, signing, speaking & listening, role-play and work on their fine motor skills (pencil control, etc.)</p> <p>Classes will also be following set reading schemes (Collins Big Cat/Oxford Reading Tree) and programmes to suit individual capabilities.</p> <p>As noted above, all students will be following an individualized reading programme throughout the academic year.</p>					
	Familiar stories, rhyme & rhythm, simple songs		Traditional stories from a range of cultures from fictional texts		Fantasy stories from around the world	
	<p>Literature texts being studied this year are as follows: 'James and the Giant Peach', 'The Lion King' and, 'Where the Wild Things Are'. The above texts will be studied until the Spring half term with 'The Railway Children' being studied across all classes from the second half of the Spring term until the end of the academic year, with a focus on community life and spirit.</p>					
Maths	Number recognition, colour, counting, sequencing, data, more, less, heavy, light, etc. Data handling, problem-solving.		Patterns, shape, size, measurement, position, fractions, percentages, etc.		Money, time, revision	Data handling, problem-solving
	Mathematics skills will be promoted across all subjects					

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PSHE	Feelings 3.1f explore a range of personal feelings, explore a range of other people's feelings, expressing their feelings appropriately in a range of situations	My Changing Body 3.5a Develop an awareness of changing bodies and changing relationships	Health and Exercise 3.3a Learn that energy comes from food, participate in different forms of exercise, participate in exercises involving outside agencies	Leisure Awareness 3.3b Develop an awareness of leisure activities, the benefits of them and how these may affect themselves or others	Community Belonging 3.5d Develop a feeling of belonging and recognize the need of self and others to be accepted. Begin to understand there are many ways we can belong, that we can help others to belong also.	Respecting Others 3.4c To have empathy for those who are different from us. To challenge bullying and prejudice assertively
Religious Education	What Do Signs & Symbols Mean? Pilgrimages 3.7.1 the use and importance of signs and symbols in secular life, the use of signs and symbols in religion / the purpose of religious symbols, symbols convey meaning, symbols can be positive or negative		Origins, Where do we Come From? 3.9.3 the origins and meaning of different symbols in religion, the use of common symbols in religion,	Different Religious Beliefs About Food 4.10.4 Identify food that has meaning for them Role of food at special times Food eaten during religious festivals, Need to fast Dietary requirements in relation to religion	What is it Like to be Part of a Religious Community in the World Today? 4.10.1 Reflect on own membership in communities What does belonging to a community?	How do we Celebrate Growing Up? 4.10.6 Significant childhood events Coming of age Rights of passage in different religions

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Science	<p>Safety The importance of working safely in the science room and becoming familiar with some of the equipment used in the science room</p> <p>Sound Experience a range of sounds, make and change sounds independently. Locate and identify different sounds in the environment and be introduced to the audiological properties of sound</p>	<p>Light The physical properties of light including reflection, refraction and dispersion. Use a range of equipment to help test predictions and make observations.</p> <p>Separating Materials Introduction to the various techniques involved in separating mixtures including filtering, evaporation and chromatography. Become familiar with a wider range of equipment and use this equipment to test predictions, make observations and take measurements.</p>	<p>Energy Resources How we use resources from around us in order to get our energy to live, the notion that some resources may well run out during our life time and we have to make changes to the way that we live now and the nature and origin of fossil fuels and renewable sources of energy and how their use has implications for the environment.</p> <p>Acid Reactions Investigating the differences and similarities between acids and alkalis, such as soap, lemon juice, orange juice, etc. They will be looking at taste, smell, appearance and reactions.</p>	<p>Microbes & Diseases Ways that microbes can cause diseases and viruses like the common cold and 'flu and simple steps we can take to prevent these, such as washing our hands and getting vaccinated.</p> <p>Keeping Healthy Healthy eating and exercise, how the heart pumps blood around the body through blood vessels, how to measure pulse rate and how it relates to heart beat, the harmful effects of tobacco, alcohol and other drugs and how some drugs like medicines can be helpful if taken in the correct doses.</p>	<p>Living Things & the Environment Habitat and environment variations, animals' adaptations to environmental changes in their habitats, food chains animals' adaptations as predators and prey.</p> <p>Changing Materials Solids, liquids and gases, changes are reversible and irreversible, changes that occur when solids and liquids are mixed and separating solids from their solutions.</p>	<p>Variation & Classification Sort and classify organisms into groups according to observable features Variation within individual members of the same species, similarities between individuals of the same species due to inheritance Make observations and record these in a variety of ways Draw conclusions from observations and explain these using scientific knowledge</p>

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Topic Geography & History	Continents and Countries To be aware of their world, that there are continents and countries within these. Learn that there are different landscapes, languages, geographical features and varying weather. Explore different modes of transport now and in the past. The Story of The Titanic Shipbuilding, steam engines; exploring original artefacts and newspaper clippings		Exploring England: 3.2 Explore and investigate at a local scale, a wide range of people, places and environments. Locate specified places and environments. They participate in geographical enquiry inside and outside the classroom and access some geographical sources. Develop an understanding of their personal history. Images of a Country: 3.2 In addition to the above skills, students will explore France, locate places and environments and investigate sustainable development		WWII Britain & Europe: <i>Understanding War</i> <i>Life Between 1939 & 1945</i> Begin to understand war and what life was like in war time Britain and Europe. Students will take part in role-playing community activities, place events in chronological order, communicate their views about their surroundings and start to understand change in physical and/or human environments	
French	Unit 7: Les Autres Pays Countries and their capitals Languages and nationalities French-speaking countries and areas Weather and seasons Unit 1: C'est Parti Aspects of this unit will be covered within the above unit, including greetings, colours and numbers.		Unit 4: Comme D'habitude, Section 1 Similarities and differences. Currency. Know a small range of place nouns related to their everyday life and produce and understand questions and information about people's movements. Unit 6: Comment tu t'amuses? Section 4: Combining verbs when talking about leisure activities		Unit 3: Chez-moi Section 1: Where people live Ask questions such as <i>Où habites-tu? Il habite où? Or Qui habite à Melchester?</i> Provide and understand answers such as <i>J'habite dans une petite maison à X</i> Unit 8: Fais ceci ... Faites cela! Section 3: Giving directions, to various places in the locality, helping others to find places, working together.	

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Design & Technology	<p>Keeping Safe Learning about the safe use of potentially dangerous objects in the kitchen and the workshop, such as cutting tools and hot surfaces</p> <p>Plan Puppet Theatre Preparation for making the travelling theatre, create backdrop scenes using different landscapes and geographical features.</p> <p>Foods from around Europe Look at ingredients and dishes from various European countries and discuss their arrival and absorption into British life.</p>		<p>Develop Fine Motor Skills</p> <p>Follow a design to create the bulk of the travelling theatre.</p> <p>Manipulate objects to achieve the planned result.</p>		<p>Build bird boxes to sell in the community</p> <p>Consolidation of skills learnt during the year, take pride in their work and be part of the Oak Lodge and local community, making a positive contribution.</p>	
			<p>Food Journeys</p> <p>Look at how food is transported, how far it travels, food prices in comparison to distance travelled and reasons behind the findings.</p>		<p>Food Around Us</p> <p>Explore produce available in our locality/community. Look at seasonal fruit and vegetables, allotments, to create summer salads, etc. Produce food to sell in the school café and explore how the revenue helps to sustain the buying of ingredients for future lessons.</p>	
Art	The Figure	Form	Abstract	Pattern	Texture	Colour
	<p>Safe use of equipment in the art room and develop systems for organizing and storing their work.</p> <p>Investigate figure and form through fantasy/human/animal/insects and living creatures from different countries, identifying and categorizing characteristics. Exploration of different media enables students to design and make pictures and develop surface decoration, for costume</p>		<p>Students consider how to plan their actions to meet specific lesson objectives and make independent choices about their designs.</p> <p>Students encounter the Abstract Art of Kandinsky and use music to develop Pattern and imagery.</p> <p>They investigate geometric shape and form using graphic design skills and equipment</p>		<p>Students demonstrate increasing skill and confidence in selecting and using different materials and processes.</p> <p>Students express and share their ideas, connected to the works of a museum collection.</p> <p>Artworks feature links with the locality, especially birds and feathers. They look at</p>	

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	design. They dress -up and produce props to support the construction of a travelling puppet theatre in DT. They create Sensory Books on current topics that develop their skills and link their understanding of illustration to literature texts.		to investigate, shape, scale, measurement, position, fractions, reflection, rotation, etc. translating designs from 2D to 3D. They print and construct pop-up cards and gift boxes for special occasions.		seasonal fruit and vegetables, and the texture of natural objects. They develop decorated hats to celebrate the colour and abundance of nature in their local environment.	
Music	Scrape, Strike & Shake Introduction to percussion Rhythms associated with different countries/continents Play an individual pattern solo and participate in an ensemble		Feeling the Beat Sea Shanties Introduction to mood, dynamics, different tempi Listen to associated excerpts Create arrangements and/or accompaniments Compose short pieces with stimuli and support		Pulse/Sounds Around Us Introduction to pulse Keep and feel the pulse Categorise sounds Recognise rhythms in context Put everyday sounds and pulse together to create own music. Students go out and about in the local community performing as a choir and/or band in venues such as homes for the elderly, local theatres, etc.	
Physical Education	Ball Games Ball familiarization, i.e. Building up skills such as throwing, catching, rolling, etc. Invasion Games Basketball, football, rugby, etc.	Boccia Target practice Problem-Solving Physical challenges and student reactions, including individual and team activities.	Swiss Ball Exercise to promote core stability. Safe Exercise Planning individual exercise regimes, knowing personal limitations and strengths. Improving fitness and flexibility, incorporating	Cycling Safety on bicycles. Introduction to general skills such as balance, braking, steering and general fitness. Dance Exploring movement through music.	Outdoor and Adventurous Physical challenges out & about. Athletics Jumping, running, throwing, etc.	Rebound Therapy Trampolining skills to improve core stability. Striking & Fielding Team games including cricket, rounders and baseball.

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			physiotherapy programmes into sessions.			
I.C.T.	ICT activities are planned into all subjects and form part of the majority of the lessons. For example, students studying mathematics will undertake 3 x 20-minute sessions of a tailored computer programme on a weekly basis. Interactive whiteboard activities also form an integral part of most lessons. Students all have their own electronic folders on the school network where they will be taught how to save their work.					
Educational Visits	'Beauty and the Beast' Performance at school. Trip to the Lyric theatre in Hammersmith to see 'Cinderella' at Christmas. Visit to the London Transport Museum		Roald Dahl Museum, Aylesbury Countryside visit (eg Chiltern Hills)		Visit to Kentish Town City Farm Trip to the Imperial War Museum and/or RAF museum in Hendon.	