



2016-2017

Middle School Curriculum

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Middle School Curriculum Overview 2016-2017 (Classes 1-6)

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. This year we are support students to develop key life skills, including their emotional well-being, independence, improved social communication, improved safety and improved levels of confidence.

Our aim is also to incorporate relevant educational visits for each theme/topic in order for students to apply their knowledge in practical settings.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Myself and Others 		Community 		World Explorers 	
English	Throughout the academic year, students will be working on giving & receiving information about themselves and others, gaining a range of skills from recognising own names and key, high frequency words, signs in the community, to sentence level and grammatical rules. Depending on ability, students will also work on theme-based comprehension, carrying out various activities ranging from picture-picture matching, crosswords, anagrams and puzzles to detailed comprehension activities, inference and creative writing. Students will use cartoon conversations to aid understanding of the perspectives of different people and characters. Schemes of work using activities to support the development of inference will also be used. Students will be studying texts throughout the year linked to the themes of Myself and Others, Community and World Explorers. Students will also practice different forms of communication such as gesture, Makaton, signing, speaking & listening, role-play. Classes will also be following set reading schemes (Collins Big Cat/Oxford Reading Tree/Rapid Reader/Dockside) and programmes to suit individual capabilities. Communication will be embedded across the curriculum, using SCERTS and colourful semantics. Students will cover, where appropriate all areas of the new National Curriculum including spoken language, word reading, comprehension, writing, handwriting, spelling, composition, grammar and punctuation.					
Maths	Classes will be working on all aspects of Mathematics; including Number, Measurement, Geometry, and Statistics. Within this, the students will learn where appropriate, place value, multiplication and division, addition and subtraction, fractions, measurement, properties of shapes, position and direction, time, money and data handling. Students will learn mathematical skills and knowledge and then apply it meaningfully					

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	to the world around them, with great emphasis on using Maths knowledge in a functional way.					
PSHE	<p>All about me and my classmates/Self Awareness 2.1a, 2.1d,2.2b, Students will help develop the class rules for all the staff and students. They will learn about their own strengths as well as those around them, helping to establish targets for the remainder of the term.</p> <p>Personal Hygiene 3.3e Participate in a personal care programme, recognise the value of personal hygiene, identify a range of appropriate personal care products.</p> <p>Healthy Lifestyles 2.3b, 3.3a, 3.3c. Recognise what keeps us healthy, having access to a range of healthy options, knowing what is needed for a healthy body.</p> <p>Key Skills Social Communication, Emotional Well-being, Independence, Confidence, Being Safe.</p>		<p>Emotional Expression and Self-Management/Self Advocacy Through this unit, students will learn to understand their emotions and learn strategies to manage these feelings in different situations.</p> <p>Myself and my body /Friendships Awareness of the emotional, social and physical changes during puberty. Reflect on public/private and appropriate behaviour. Experiencing working co-operatively with others and reflecting on their contribution to the group process.</p> <p>Safety in the home and community People in the local community that help us, including visits from the Fire Brigade, Police Officers and Paramedics. Understanding the importance of safety in the community and at home, to include 'stranger danger', fire safety, e-safety, safety in the home/electrical safety. Recycling To be aware of what constitutes rubbish, to take some responsibility for the sustainability of the environment by gathering recyclable materials, using again or disposing of correctly.</p> <p>Key Skills Social Communication, Emotional Well-being,</p>		<p>Looking After Our Environment/Environmental awareness Identify different local environments that are meaningful to them, learn to identify the properties of different environments, learn about some ways to look after their environment.</p> <p>Leisure Awareness Develop awareness of themselves and be helped to make choices about preferred leisure activities.</p> <p>Relationships Education Awareness of the emotional, social and physical changes during puberty. Reflect on public/private and appropriate behaviour. Experiencing working co-operatively with others and reflecting on their contribution to the group process.</p> <p>Key Skills Social Communication, Emotional Well-being, Independence, Confidence, Being Safe.</p>	

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			Independence, Confidence, Being Safe.			
Religious Education	Students will study religions throughout the world, including Islam, Judaism, Sikhism, Hinduism, Buddhism, Christianity. A great focus will be linking the main ideas and faiths of the religions to make them relevant and connect to the students' daily lives. Students will also have sensory experience or the different religions including the signs and symbols of the faith. Throughout the year, students will learn about the different Holy days and festivals for these religions.					
Science	Safety Changing and Separating Materials	Light and Sound	Acid Reactions Energy Resources	Keeping Healthy	Living Things and their Environment	Earth, Space and Beyond
	Predicting and testing predictions, making observations and measurements, presenting these and grouping according to results applies to the above four categories.					
Topic Geography & History	History of Computer games History of Toys Students will learn about the concepts of 'old' and 'new', and encourages them to think about the changes in their own lives and in those of their family or adults around them. The approach used in this unit could be applied to the study of other everyday things students come across such as clothes, games, homes, schools. History of Childhood/A Victorian Childhood Students will learn about how life has changed for children over the years. They will journey back to the Victorian era and discover what life would have been for them if they had been born 200 years ago. They will learn about the different lives for the rich and the poor.		Homes in the past Students will discover the history of homes. Students will investigate homes then and now by looking at features of homes then and now by looking at the features of a variety of different homes and exploring a timeline of homes in Britain before taking a closer look at Victorian homes. Community Looking at places we live Places to go in our community People in our community Jobs in our community How to make a good community Contributing to different communities Role playing how to act in different contexts – different locations.		Geography: All around the world. We will travel to France, China, Australia, Kenya, USA, Brazil, Antarctica. Contrasting environments. Students participate in geographical enquiry inside and outside the classroom and access some geographical sources.	

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Foreign Languages	Students will learn developmentally appropriate French, German or Spanish. Areas of study will cover learning about the weather, celebrations, numbers, greetings, the classroom, school, days of the week, the alphabet and numbers, family, pets and colours. Students will also learn vocabulary related to months, seasons, birthdays, special day, festivals and time. The classes will study language connected to food and drink, discovering cultural differences.					
Design & Technology	Keeping safe		Develop Skills			
Food Technology	Through manipulation and observation, students will be learning how different materials can be used, transformed, joined together to create artifacts and how different decorations can be applied. Learning how to work and use tools safely in different environments. Students will be cooking a variety of snacks and meals from different countries.		Student will be practicing planning a design, choosing correct tools and materials fit for purpose and use them with increasing confidence and care. Learning to share, Experiencing new tastes, Likes & dislikes		Students will be looking at mechanisms in a design, exploring how to achieve a result and what techniques to use.	
					Foods fit for an adventure!	
					Students will devise and create foods fit for adventures and the explorers the students will be learning about.	
Creative Arts (Art and Drama)	Art: Myself and Others Self Portrait, Drawing, Painting. Students will develop their ability to use drawing and painting materials including how to tidy these away. They will develop a project based around their responses to the theme of 'self portraits' this will include an opportunity to look at the self portraits made by other students and to respond to these and their own works verbally. This project will reinforce the topic theme for this term.		Art: Community Students will create artworks based on the idea of community. They will explore 3D materials and create artworks with their class as a whole. These artworks will be the basis for discussion and collaboration with their peers. The work they produce individually will be the basis for developing work based around their own ideas of community and what their ideal community may be like. In this unit students will continue to make progress towards skills outlined in the		Art: World Explorers Students will make work about fantasy landscapes. They will expand their understanding of composition and develop their ability to use different materials including mixed media. Classes will work together to create a display based upon the theme. Students will explore the idea of juxtaposition and use collage to create different images. They will explore the use of digital media and photography as part of this project. Drama: Action and adventure. Students will	

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	<p>Drama: Status and Settings. In drama students will explore the position of other people within their community through role play. They will examine how status relates to different settings through drama based on excerpts from class books and key texts they are reading. These projects will relate to the theme of myself and others and will help reinforce learning in this topic theme this term.</p>		<p>assessment criteria for this subject. Drama: Resolving conflicts (and doing the right thing). In drama in this unit students will participate in role plays based around reinforcing the correct kinds of behavior in a range of situations based around how to resolve social difficulties. This will range from issues around bullying to what to do when things go wrong in different social situations.</p>		<p>continue to develop their social skills by developing drama pieces based on action films and literature with an action theme. This drama work will reinforce the overall topic theme of world explorers.</p>	
Music	<p>Listening and Appraising Whole body listening, appreciation, criticism, exploring different styles, historical periods and World music Performing/Improvising Developing Vocal and Instrumental skills (group and solo) confident breaks and fills. Composing Understanding and using the Elements of Music, including patterns, structures, sequence, cycle and repetition. Beginners Music Theory Codes, graphic scoring and basic notation.</p>					
Physical Education	<p>Physical development, hand-eye coordination, core stability and flexibility, team building and improving all areas of physical fitness.</p>					
Computing	<p>Over the course of the year, students will use a range of technological equipment (including iPads, computers, robots, programmable toys and digital cameras) to build their knowledge of computing and develop their practical skills. They will learn how computers and computer systems work and be able to develop their mouse and touch screen control as well as their typing skills. Students will also look at basic 'coding' and will learn to design and build simple programs. They will use technology to develop their ideas and create a range of content including basic animation, simple games and presentations. They will learn to use technology to create, organise, store and retrieve digital content. They will learn to recognise common uses of information technology beyond school. They will learn how to use technology safely.</p>					

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Potential Educational Visits	Museum of London Docklands, Museum of London, Museum of Childhood, Bethnal Green, Geffrye Museum, Pantomime.		Visiting the local police station, fire station. Visits from different local businesses e.g. vets.		Science Museum, Natural History Museum, Museum of Transport.	