



Year 7

Curriculum Journey

2021 – 2022

Contents:

Art & Design

Classics, Latin & Greek

Computing & ICT

Design & Technology

Drama

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Food Technology

French

Geography

History

Literacy

Maths

Music

Numeracy

Physical Education

Religious & Cultural Studies

Science

Spanish

SEND KS3

Subject: Art and Design		
Year group: 7	KS3 Yr 7 Topic: Landscapes, Mythical Creatures and Aboriginal Art	
	Content	Department Assessment(s)
Autumn Term	Observational drawing of a white mug including the use of tonal shading, perspective and proportion Landscapes inspired by Vincent Van Gogh Colour theory and perception The Colour Wheel Mark making in a range of media Research and analysis of artists Developing work in response to an artist Collage and composition skills Giving and taking feedback Self-reflection and refinement	Sketchbook Final Composition made with chalk pastel and collaged together.
Spring Term	Mythical Creatures- Myths and Legends Research of mythical creatures Collaged mythical creatures Drawing Planning and refining 3D model making	Sketchbook 3D creature
Summer Term	Aboriginal Art Research Story telling through symbolism and art Development of colour mixing and application of paint Story-telling and narrative in art Development of ideas Planning a composition	Sketchbook Final Composition
Homework	Home learning is used to reinforce ideas and develop work and skills learnt in class, formative feedback will be given for this and classwork. Lessons are fortnightly and for 100 minutes	

<p>Recommended Reading / Viewing/</p>	<p>Visits to the National Art gallery where there are 2 examples of Van Gogh’s work in, one of which is a landscape ‘Wheat Field with Cypresses’.</p> <p>The Natural History Museum represents all of the animal kingdom and can inspire ideas for the Mythical Creatures unit.</p> <p>The British Museum will have some mythical creature inspired art including a free resource ‘Myths and legends’ on their website which can be downloaded.</p> <p>Watching ‘Rabbit Proof Fence’ will give students an insight into the racism experienced by the Aborigines and lend context to the artwork in terms of the hostile, arid yet colourful environment in which some still live.</p> <p>Grayson Perry’s Art Club Channel 4</p>
<p>How can technology help in this subject?</p>	<p>Technology can support students in their research and presentation of work</p> <p>Students can virtually visit art galleries</p>
<p>Skills required to succeed in this subject...</p>	<p>Drawing practice</p> <p>Skills in devising and developing ideas</p> <p>Literacy skills</p> <p>Use of colour theory and practical colour mixing and blending.</p> <p>An interest in people, culture and religions.</p> <p>Resilience and risk taking for art experimentation</p>
<p>Personal Equipment needed to support home learning</p>	<p>Pencil, a pencil sharpener, an eraser, a set of colouring pencils or a set of water colour paints (tablet variety available in shops such as The Works or Supermarkets)</p>
<p>Vision for this subject...</p>	<p>Art and Design permeates most things in life that we enjoy due to its visual and accessible nature. Clothing, trainers, car design, buildings, film and games design. Students should always strive to do their best no matter what they perceive their ability to be. A creative mind and skills in creative problem solving is transferable in to all areas of the curriculum and throughout life.</p>

Subject: Classics		
Year group: 7		Exam Board: OCR
	Content	Department Assessment
Autumn Term 1	<p>Introduction to Myth and Religion Unit: The Olympian Gods; Heroism; Monsters; Mortals and the depiction of Zeus</p> <p>Greek and Latin - Beginning Chapter 1 of John Taylor's textbook: the Greek/Latin alphabet; writing the letters; breathings; the verbs in present tense; nouns in first and second declension; the definite article and prepositions.</p>	<p>Class Civ - written assessment modelled close to the GCSE exam papers. Walking talking mock.</p> <p>Latin and Greek - end of Chapter written assessment and translation exercises.</p>
Autumn Term 2	<p>Continuing the Myth and Religion Unit: Hera; Poseidon; Athena; Artemis and Apollo</p> <p>Greek and Latin - Continuing Chapter 1 of John Taylor's textbook: the Greek/Latin alphabet; writing the letters; breathings; the verbs in present tense; nouns in first and second declension; the definite article and prepositions.</p>	<p>Class Civ - written assessment</p> <p>Latin and Greek- end of Chapter written assessment and translation exercises.</p>
Spring Term 1	<p>Class Civ: Hephaestus; Hestia; Aphrodite; Hermes, and Demeter.</p> <p>Greek and Latin: Beginning Chapter 2 of John Taylor's textbook: Nouns in first and second declensions; the verb <i>to be</i> (present tense); connecting words; the definite article; expressing time and neuter nouns.</p>	<p>Class Civ - written assessment</p> <p>Latin and Greek - end of Chapter written assessment and translation exercises.</p>
Spring Term 2	<p>Class Civ: Dionysus and Hades;</p> <p>Greek and Latin: Continuing Chapter 2 of John Taylor's textbook: Nouns in first and second declensions; the verb <i>to be</i> (present tense); connecting words; the definite article; expressing time and neuter nouns.</p>	<p>Class Civ - written assessment</p> <p>Latin and Greek - end of Chapter written assessment and translation exercises.</p>

<p>Summer Term 1</p>	<p>Class Civ: Journeying the Underworld</p> <p>Greek and Latin: Beginning Chapter 3 of John Taylor’s textbook: Nouns in all cases; prepositions; sandwich conduction; imperative; adverbs; adjectives; particles; future and imperfect tenses.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>
<p>Summer Term 2</p>	<p>Class Civ: Foundation Stories</p> <p>Greek and Latin: Continuing Chapter 3 of John Taylor’s textbook: Nouns in all cases; prepositions; sandwich conduction; imperative; adverbs; adjectives; particles; future and imperfect tenses.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>
<p>Homework</p>	<p>Homework is set fortnightly via google classroom - assignments include recapping and revising activities in class; research tasks and presentations; translation exercises and learning vocabulary.</p>	
<p>Subject / Department KeyTerms</p>	<p><i>PEGG - (Posture, Expression, Gaze and Gesture)</i></p> <p><i>PARIS - (Physical appearance, Actions, Relations, Inner Thoughts and Speech)</i></p>	
<p>Recommended Reading / Viewing</p>	<ul style="list-style-type: none"> ● Graphic novels of ‘Iliad’, ‘Odyssey’ and ‘Aeneid’ by Gareth Hinds and Diego Agrimbau <ul style="list-style-type: none"> ● ‘Roman Mysteries’ by Caroline Lawrence <ul style="list-style-type: none"> ● Percy Jackson series ● ‘Who let the gods out?’ By Maz Evans ● ‘Oh my gods’ by Alexandra Sheppard 	
<p>How can technology help in this subject?</p>	<p>Google Classroom is used regularly to communicate with pupils and set assignments; the use of mobile phones to take part in interactive ‘games’ (i.e. Booklet, Quizlet).</p>	
<p>Skills required to succeed in this subject...</p>	<p>Analytical skills - analysing visual and literary materials</p> <p>Note taking, revision strategies to learn key information</p> <p>Critical thinking and evaluation</p>	
<p>Vision for this subject...</p>	<p>Classics lessons at Key Stage 3 should be intellectually stimulating and enjoyable for pupils to develop their writing and share their context/experiences in the classroom.</p>	

Subject: Computing		
Year group: 7	KS3 Computing National Curriculum	
	Content	Department Assessment(s)
Autumn Term 1	Baseline Introduction to school network & GSuite Hardware & Software	Baseline test Hardware & Software end of unit test
Autumn Term 2	Using Media - Gaining support for a cause	Online Blog and end of unit test
Spring Term 1	Pacman Programming (Scratch) Physical Computing (Microbit)	Pacman Learning Diary Microbit Challenges Diary
Spring Term 2	Online Safety	Project Evolve activities and online safety end of unit test
Summer Term 1	End of year 7 assessment preparation Manipulating Images (Photoshop)	End of year 7 assessment
Summer Term 2	Manipulating Images (Photoshop)	Superhero movie poster

Homework	Homework is set in Google Classroom for students to complete at home or within school at break and lunch times.
Subject / Department Key Terms	Students will explore a range of different key terms during their journey in year 7 Computing where they will be reminded of these key terms during formative and summative assessments.
Recommended Reading / Viewing	CGP KS3 Computing Complete Revision & Practice Help Your Kids with Computer Science (Key Stages 1-5): A Unique Step-by-Step Visual Guide to Computers, Coding, and Communication BBC Bitesize KS3 Computer Science Youtube: GCFLearnFree.org Khan Academy ThinkUKnow for online safety UK Safer Internet Centre UK Bebras Computational Thinking Challenges
How can technology help in this subject?	The choice and use of technology is fundamental within Computing. YouTube can support students to visually see concepts, especially the viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning. Students can download Scratch for free to practise their visual/graphic programming skills to create programs/algorithms. Students can also continue to participate in Project Evolve, a new online safety platform in line with the Government's education for a connected world framework.
Skills required to succeed in this subject...	Analysing problems in computational terms. The ability to think creatively, innovatively, analytically, logically and critically. Good literacy and numeracy skills Visual/Graphical Programming skills
Vision for this subject...	Computing lessons should enable KS3 students to work towards being aspiring coders, foster the ability to think computationally when tackling problems, be digitally literate users of IT, use graphic and text-based programming languages to solve problems, understand the importance of online safety and the risks of online IT use and prepare them for KS4 Computer Science & IT courses.

Y7 D&T	CONTENT	ASSESSMENT
Autumn Term	<p>Safety in the workshop.</p> <p>Pupils will learn about and develop: 2D and 3D sketching skills; modelling skills; perspective drawing. They will learn about 3D CAD modelling.</p>	<p>Homework</p> <p>End of unit assessment test</p>
Spring Term	<p>This term, pupils will learn about polymers and their applications in products for the visually impaired. They will learn how to: identify needs; develop specifications; design for the disabled; use basic tools and equipment to produce a mould from a pre-cut MDF base and card to vacuum form a sign for the visually impaired</p>	<p>Homework</p> <p>End of unit assessment test</p>
Summer Term	<p>Pupils will be challenged to design and make an educational toy. Pupils will be taught how to use a range of manual tools, to apply finishes safely and accurately.</p>	<p>Assessment will be through the design and make activity.</p>
Homework	<p>Homework will be set once per lesson cycle. It will be an extension and assessment of the lessons.</p>	
Subject / Department KeyTerms	<p>PPE – Point Evidence Explain/personal Protective Equipment ; WISE – Write, Identify, Substitute, Ensure; ACCESSFM –aesthetics, cost, client, ergonomics, safety, sustainability, function, materials; bio-mimicry, iterative designing, deciduous; coniferous Reinforcement; composites; thermoplastic, thermosetting; polymers.</p>	
One thing to read or watch...	<p>How's it's made?</p> <p>How do they do that?</p> <p>Inside the factory</p>	

<p>How can technology help in this subject?</p>	<p>https://technologystudent.com/ https://www.robives.com/mechanism/ https://electronicsclub.info/ https://learnabout-electronics.org/</p>
<p>Skills required to succeed in this subject...</p>	<p>A resilience to working hard to see a design problem through to its final solution; be adaptable; be able to think outside of the box; accept mistakes, learn from them and adapt to them.</p> <p>Be able to apply knowledge from math, English, science, art, etc. To solving problems and to designing and making.</p>
<p>Vision for this subject...</p>	<p>Develop pupils' interest in technology and how it affects our everyday lives. Producing discerning consumers, craftspeople, designers, and engineers of the future.</p>

Subject: Drama		
Year group: year 7		Exam Board:
	Content	Department Assessment
Autumn Term 1	<u>Introduction to Drama</u> Introduction to drama lessons, monologue improvisation and text work skills.	Baseline practical assessment Written homework project.
Autumn Term 2	<u>Theatre Style</u> Students explore the creation of tension in drama and explore a variety of dramatic conventions.	Practical assessment Written homework project
Spring Term 1	<u>Issue based</u> Students explore the issue of bullying exploring a variety of texts and explorative strategies.	Practical assessment Written homework project
Spring Term 2	<u>Theatre History</u> Students are introduced to Shakespeare and the Globe theatre and will explore a variety of different texts and genres within the historical time period.	Practical Assessment Written homework project Quizzes
Summer Term 1	<u>Theatre style</u> Students use the historical context of Evacuees to devise their own performance using characterisation and drama devices. Students watch a live theatre performance and evaluate the theatrical skills used.	Practical Assessment Written homework project
Summer Term 2	<u>Theatre Style</u> Students explore mime skills and different genres to devise their own Silent Movie performance.	Practical Assessment Written homework project

<p>Homework</p>	<p>Homework projects with a variety of activities are set each half term on google classroom and form part of the overall assessment grade each half term.</p>
<p>Subject / Department Key Terms</p>	<p>Freeze Frame, thought tracking, transitions, tension, facial expression, body language, role play, dramatic pause, monologue, Flashback, narration, cross cutting, mime.</p>
<p>Recommended Reading / Viewing</p>	<p>https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/5 https://www.spellzone.com/word_lists/list-2230.htm https://www.stopbullying.gov/resources/kids https://teach.shakespearesglobe.com/fact-sheet-shakespeare?previous=/library https://west-borough.kent.sch.uk/media/5657/year-6-topic-lesson-4-plan-a-letter.pdf https://www.youtube.com/watch?v=G09dfRrUxUM</p>
<p>How can technology help in this subject?</p>	<p>Each class has their own google classroom where they can access all resources and homework which compliments the practical drama lessons. Stage lighting, sound and example video clips/online theatre enhances the theatrical experience and helps students to understand key terms and techniques.</p>
<p>Skills required to succeed in this subject...</p>	<p>Self-Confidence, group Confidence improvisation, characterisation, Social Skill, evaluation of self and peers, Voice projection, script Work, line Learning ,communication, mime Skills, acting skills, pronunciation, collaboration, use of stage, evaluation.</p>
<p>Vision for this subject...</p>	<p>To introduce students to drama as a separate subject and promote working together, confidence building and enjoyment of performance and theatre.</p>

Subject: English

Year group: 7

KS3 Framework

Content

Department Assessment(s)

**Autumn
Term 1**

Spy File

Creative Writing Assessment

**Autumn
Term 2**

Poetry

Reading Assessment

**Spring
Term 1**

Boy

Reading Assessment

**Spring
Term 2**

Language
Awareness

Creative Writing Assessment

**Summer
Term 1**

Persuasive Writing

Speaking and Listening Assessment

**Summer
Term 2**

Frankenstein

Reading Assessment

Homework

Homework is set once a fortnight in Key Stage 3, this is in the form research, drafting, brainstorming, reading, planning or any other task that the teacher feels facilitates future learning and reinforces what has been previously learnt.

<p>Subject / Department Key Terms</p>	<p>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on.</p>
<p>Recommended Reading / Viewing</p>	<p>The James Bond books and films Gothic horror The books of Roald Dahl Percy Jackson Alex Rider Young Sherlock Holmes Agatha Christie</p>
<p>How can technology help in this subject?</p>	<p>Technology can be used to give students visual stimuli for homework as well as access to videos and recordings that are relevant to the topics. Google classroom is used to share homework and class models for revision purposes.</p>
<p>Skills required to succeed in this subject...</p>	<p>Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Knowledge, understanding and analytical thinking Ability to understand exam question requirements and how to answer a variety of questions posed about a variety of texts.</p>
<p>Vision for this subject...</p>	<p>English lessons should stimulate curiosity, interest and enjoyment and encourage a safe place for students to experiment and develop their writing and critical evaluation skills.</p>

Food and Nutrition

Year group: 7		Exam Board: WJEC
	Content	Department Assessment
Autumn Term 1	FPT Small Cakes - Creaming Method FPT Apple Crumble - Rubbing In Method Cookery Tools Test Recipe Writing	Weighing & Measuring Skills Knife Skills Self-assessed Teacher Assessed
Autumn Term 2	FPT Healthy Pizza - Kneading/Knife Skills FPT Minestrone Soup - Conduction on hob Theory: Pizza Design Task Pizza Evaluation	Bridge Hold/Claw & Grip Hob Safety Teacher Assessed Self- Assessed
Spring Term 1	FPT Fruit Smoothie - Juicing using blenders FPT Fruit Flapjacks - Melting Method hob FPT Tomato & Herb Sauce - Reduction Mac 'N' Cheese - Grating/Oven Dish Baking Cheese Scones - Rubbing In/Portion Control Theory: Smoothie Design	Safe use of electrical appliances Formal FPT Assessment Preparation Process H & S Product Outcome Self-Assessment
Homework	Aims to link real life scenarios and cooking environment with class experiences. E.g. comparison of equipment, grocery shopping, healthy eating, (Eatwell Plate), food preparation and storage, food safety etc. Build independent research skills about global food and knowledge of industrial practices	
Subject / Department Key Terms	Ingredients, Equipment and Skills Key Terms	

<p>Recommended Reading / Viewing</p>	<p>HS Healthy eating: http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx</p> <p>Change 4 life: http://www.nhs.uk/Change4Life/Pages/be-more-active.aspx</p> <p>BBC Food recipes: http://www.bbc.co.uk/food/</p> <p>Fairtrade: http://www.fairtrade.org.uk/What-is-Fairtrade</p> <p>Food miles: http://www.foodmiles.com/more.cfm</p> <p>Fruit classification: https://en.wikipedia.org/wiki/Fruit#Development</p> <p>BBC Bitesize Food Technology: http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/</p>
<p>How can technology help in this subject?</p>	<p>ICT access for research</p> <p>Laptops</p>
<p>Skills required to succeed in this subject...</p>	<p>Numeracy - weighing and measuring, recipe adaptation</p> <p>Literacy - portfolio, key literacy, annotation, evaluation, written response in exam</p> <p>Design skills -illustration</p> <p>Practical Food Preparation skills</p> <p>Research skills</p> <p>Data analysis and presentation skills</p>
<p>Vision for this subject...</p>	<p>To enable pupils to cook proficiently, selecting appropriate tools and equipment and cooking methods.</p> <p>To be able to read and follow a recipe accurately to produce successful outcomes.</p> <p>To be able to share cooking practises in the home environment and develop skills through further learning at home.</p> <p>To broaden the healthy eating concept and encourage exploration of global cuisine/special diets.</p>

Subject: French

Year group: 7

Exam board N/A

Content

Department Assessment(s)

**Autumn
Term 1**

Introduction
Friends and Family

Speaking assessed in lessons through teacher's questioning throughout the term

**Autumn
Term 2**

Myself, friends and family
French literature: Toi mon frère (poem)

Listening, Reading and Writing

**Spring
Term 1**

Myself, friends and family

Writing assessed in lessons and homework tasks throughout the term.

**Spring
Term 2**

At home

Speaking, Listening, Reading

**Summer
Term 1**

At home
French Literature: Dans Paris (poem)

Speaking assessed in lessons through teacher's questioning throughout the term.

**Summer
Term 2**

In town

Listening, Reading and Writing.

Homework

Set weekly or fortnightly, depending on the unit.
Either vocabulary learning or as students progress, short reading or writing activities.

**Subject /
Department Key
Terms**

Classroom instructions in French

<p>Recommended Reading / Viewing</p>	<p>Selected videos by teachers on Google classroom to practise listening and speaking skills (numbers, alphabet...)</p> <p>French movies with activity booklets in class.</p>
<p>How can technology help in this subject?</p>	<p>If possible, practise Speaking and recording yourself.</p> <p>The department uses Quizlet online to support students with vocabulary learning.</p> <p>Students can access Linguascope.com to complete activities on all topics studied in the classroom. Classroom teachers will share the login details.</p>
<p>Skills required to succeed in this subject...</p>	<p>Listening, Speaking, Google classroom for practice.</p>
<p>Vision for this subject...</p>	<p>To engender curiosity about another country and its culture.</p> <p>To develop listening, speaking and memorization skills which can be transferred to other subjects.</p> <p>To develop reading, including literary texts, in a different language.</p>

Subject: Geography

Year group: 7

Exam Board:

	Content	Department Assessment
Autumn Term 1	Introduction to geography Mapwork	End of unit test
Autumn Term 2	Mapwork (continued) Coasts	End of unit test
Spring Term 1	Coasts (continued) Settlement	End of unit test
Spring Term 2	Settlement (continued) Weather and climate	End of unit test
Summer Term 1	Weather and climate (continued) Farming or Tsunami case study	End of unit test
Summer Term 2	Farming or Tsunami case study	

<p>Homework</p>	<p>Set as is appropriate with the content and skills taught in lessons</p>
<p>Subject / Department KeyTerms</p>	<p>There are key terms for each unit of work eg. Direction, distance, grid references for the mapwork unit</p>
<p>Recommended Reading / Viewing</p>	<p>The Snail and the Whale (what is geography) Around the world in 80 days by Michael Palin (what is geography) The perfect storm by Sebastian Junger (weather and climate) The Salt Path by Raynor Winn (settlement, weather)</p>
<p>How can technology help in this subject?</p>	<p>GIS map work, including the OS map site</p>
<p>Skills required to succeed in this subject...</p>	<p>Literacy, numeracy, map skills, empathy (for the coasts unit)</p>
<p>Vision for this subject...</p>	<p>To give students a grounding in the major areas and issues that could affect their lives.</p>

Subject: History

Year group: 7

KS3 History National Curriculum

	Content	Department Assessment(s)
Autumn Term 1	What is History	Baseline test Historical skills
Autumn Term 2	Who Rules: Kingship and control	Exam question - focus on consequences
Spring Term 1	Who Rules: Magna Carta and the Peasants Revolt	Exam focus - creating a clear narrative - Storyboard
Spring Term 2	Who Rules: The Crusades	Significance of the Crusades and impact on the modern world - Poster
Summer Term 1	Imperialism: Forging the UK - Wales and England	Knowledge and understanding - Creating a new Flag
Summer Term 2	Imperialism: Forging the UK - Scotland and England	Source Analysis and interpretations
Homework	Homework is set in Google Classroom for students to complete at home or within school at break and lunch times.	

Subject / Department Key Terms	Students will explore a range of different key terms during their journey in year 7 history where they will be reminded of these key terms during formative and summative assessments.
Recommended Reading / Viewing	BBC Bitesize
How can technology help in this subject?	Revision activities Assessment activities
Skills required to succeed in this subject...	Knowledge, understanding and analytical thinking
Vision for this subject...	History lessons should enable students at KS3 to develop critical thinking abilities as well as solve problems by using evidence and examples to back up their thinking. We aim to be inclusive to all abilities allowing all to thrive and challenge themselves.

Subject - Classic Reading Programme

Year group: 7		Exam Board: N/A
	Content	Department Assessment
Autumn Term 1	<p>Book 'Beasts of Olympus - Beast Keeper'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Key facts of Ancient Greek society -Ancient God and Goddess family tree 	Staff ask explicit, detailed questions about the content of the text
Autumn Term 2	<p>Book 'Beasts of Olympus - Beast Keeper'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Facts about mythological creatures and beasts. Creating a glossary of beasts -Dryads - using Greek geographical features create a mythological creature -Character analysis and book review 	<p>Students give oral presentations of their work</p> <p>Student reading assessment</p>
Spring Term 1	<p>Book 'Thieves of Ostia'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Who are the Romans? -Roman trade within their empire -Roman animals and mosaic designs -Roman gods and their effect on everyday life 	Focused listening
Spring Term 2	<p>Book 'Thieves of Ostia'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Roman teenagers life -Character analysis -Aristco scroll/ glossary of words -Evaluation 	Student reading assessment
Summer Term 1	<p>Book 'Beast of Olympus - Hound of Hades'</p>	Staff use visual observation to assess individual students work
Summer Term 2	<p>Book 'Beasts of Olympus - Hound of Hades'</p>	Student reading assessment

Homework	To read daily for approx 15 - 20 minutes this should amount to on average 150 pages in a students reading book per week.
Subject / Department KeyTerms	<p>-Students use a dictionary to investigate the definition or spelling of complicated words from the text. Students use a thesaurus to investigate words in groups of synonyms and related concepts.</p> <p>-EAL students using language specific dictionaries.</p> <p>-A pre-prepared set of key words taken from the lesson text with dictionary meanings will give context to the story and build students' vocabulary awareness.</p>
Recommended Reading / Viewing	<p>Oxford owls free audio books www.oxfordowls.co.uk</p> <p>Kelmscott online library of free audio books</p> <p>Free audio books https://librivox.org/</p> <p>Amazon audio books for kids (free)</p> <p>Good reads (recommendations of book titles) https://www.goodreads.com/</p> <p>Literacy trust https://literacytrust.org.uk/</p> <p>Guardian newspaper books department https://www.theguardian.com/books</p>
How can technology help in this subject?	<p>Gives students a wider choice of books to read.</p> <p>Enables students to find out about issues related to literacy.</p>
Skills required to succeed in this subject...	<p>Numeracy - processing information, solving problems, understanding and explaining solutions and making decisions based on logical thinking and reasoning.</p> <p>Literacy - reading, evaluating, annotation, research skills, data analysis and presentation skills</p>
Vision for this subject...	<p>-To work with parents to emphasize the importance of reading. Research shows that the home environment and parental attitudes to books and reading are key in determining children's attitudes. Young people are more likely to enjoy reading at home when books and reading are valued.</p> <p>-To have a more ethnically diverse range of books which reflect the students in our school community</p> <p>-To give students the skills and tools to improve their reading ages and foster a culture of reading for enjoyment at Kelmscott school.</p>

Subject: Mathematics

Year group: 7 Foundation

KS3 Framework: White Rose

	Content	Department Assessment(s)
Autumn Term 1	Place Value Number: Addition and Subtraction Statistics	EOB Assessment 1 EOB Assessment 2 EOB Assessment 3
Autumn Term 2	Number: Multiplication and Division Measurement: Perimeter and Area	EOB Assessment 4 EOB Assessment 5
Spring Term 1	Number: Multiplication and Division Number: Fractions	EOB Assessment 6 EOB Assessment 7
Spring Term 2	Number: Fractions (continued) Number: Decimals and Percentages	EOB Assessment 8 EOB Assessment 9
Summer Term 1	Decimals Geometry: Properties of Shapes	EOB Assessment 10 EOB Assessment 11
Summer Term 2	Geometry: Position and Direction Measurement: Converting Units Measurement: Volume	EOB Assessment 12 EOB Assessment 13 EOB Assessment 14

Homework	Homework is generally set weekly at Key Stage 3 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions.
Subject / Department Key Terms	Balancing, Ratio grid (scaling up and scaling down) method, part-part whole, FOIL (First, Outer, Inner, Last), BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction), What's the same, what's different?
Recommended Reading / Viewing	<ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy
How can technology help in this subject?	Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical ideas.
Skills required to succeed in this subject...	<p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience.</p> <p>Exam paper practice –In order to familiarize oneself with exam style questioning.</p>
Vision for this subject...	To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world.

Subject: Mathematics

Year group: 7 Higher

KS3 Framework: White Rose

	Content	Department Assessment(s)
Autumn Term 1	Sequences Understand and use algebraic notation Equality and equivalence	EOB Assessment 1 EOB Assessment 2 EOB Assessment 3
Autumn Term 2	Place value and ordering integers and decimals Fraction, decimal and percentage equivalence	EOB Assessment 4 EOB Assessment 5
Spring Term 1	Solving problems with addition & subtraction Solving problems with multiplication and division Fractions & percentages of amounts	EOB Assessment 6 EOB Assessment 7 EOB Assessment 8
Spring Term 2	Operations and equations with directed number Addition and subtraction of fractions	EOB Assessment 9 EOB Assessment 10
Summer Term 1	Constructing measuring and using geometric notation Developing geometric reasoning	EOB Assessment 11 EOB Assessment 12
Summer Term 2	Developing number sense Sets and probability Prime numbers and proof	EOB Assessment 13 EOB Assessment 14 EOB Assessment 15

Homework	Homework is generally set weekly at Key Stage 3 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions.
Subject / Department Key Terms	Balancing, Ratio grid (scaling up and scaling down) method, part-part whole, FOIL (First, Outer, Inner, Last), BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction), What's the same, what's different?
Recommended Reading / Viewing	<ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy
How can technology help in this subject?	Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical ideas.
Skills required to succeed in this subject...	<p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience.</p> <p>Exam paper practice –In order to familiarize oneself with exam style questioning.</p>
Vision for this subject...	To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world.

Subject: Music		
Year group: Year 7		Exam Board: Edexcel
	Content	Department Assessment
Autumn Term 1	<p><u>Keyboard Skills</u></p> <p>Introduction to keyboards: Performing a melody (Lightly row)</p>	<p>End of unit practical Assessment</p> <p>Homework</p>
Autumn Term 2	<p><u>Instruments of the orchestra</u></p> <p>Students increase their knowledge of how instruments work and the sounds that they can make including their voices as instruments too.</p>	<p>End of unit written Assessment</p> <p>Homework</p>
Spring Term 1	<p><u>Composition - Musical Clichés</u></p> <p>Students compose a composition using ICT based on popular musical motifs</p>	<p>End of unit composition Assessment</p> <p>Homework</p>
Spring Term 2	<p><u>Chinese Music</u></p> <p>Exploring the Pentatonic Scale, Ostinato, and Drones.</p>	<p>Chinese group composition and performance</p> <p>Homework</p>
Summer Term 1	<p><u>The Baroque Period</u></p> <p>Recognition of the sound of the baroque. Performance of a Baroque piece</p>	<p>End of unit practical Assessment</p> <p>Homework</p>
Summer Term 2	<p><u>Ensemble Skills</u></p> <p>Ensemble project based on a song of choice</p>	<p>End of unit practical Assessment</p> <p>Homework</p>

Homework	Students are set homework on a formal basis in music once per term. This homework is uploaded to google classroom, and must be submitted on google classroom. Also as musicians, it is important to further develop and refine our performance skills, and all students are encouraged to practice music outside of lessons.
Subject / Department KeyTerms	Treble clef, chords crotchet, quaver, pitch, rhythm, tempo, dynamics, dotted notes, tied notes, structure, introduction, transition, dynamics, tempo.
Recommended Reading / Viewing	BBC Bitesize - music ,Bandlab for schools, Chrome Music Lab ,Classic FM ,Musescore, Learn to play the piano - Free Apple App, Theory Rocks, 8 Notes
How can technology help in this subject?	Technology can be used to compose, listen and analyse music. It can also be used to assist students in playing an instrument and note reading. It is used to set classwork and also provide links to outside resources which allows students to retain knowledge by testing themselves and to better understand concepts.
Skills required to succeed in this subject...	Regular self-reflection of performance activities. Aim to use key music vocabulary often in lessons and when discussing music at home. Ensure work is kept neat. Self research and practice.
Vision for this subject...	At Key Stage 3, students are taught a broad, balanced and differentiated music curriculum, ensuring the progressive development of musical concepts, knowledge, creative thinking and practical skills. Music is taught in an engaging and enjoyable way involving much experiential and practical activity. Students are encouraged to participate in a wide variety of opportunities to demonstrate creativity and to showcase their skills.

Subject: Numeracy

Year group: Year 7 Lower ability

Exam Board:
NA

Content

Department Assessment

**Autumn
Term 1**

Introduction to Numeracy & Activities involving numbers
Baseline assessment & Addition and Subtraction
Solving problems involving money
Times table practice & Multiplication

Baseline assessment
September

**Autumn
Term 2**

Times table practice & Division
Making revision cards to memorise times tables
Place value- Multiplying and dividing by 10,100 and 1000
Units of conversion (length & volume)
Students should be able to create revision cards on place value.

**Spring
Term 1**

Times table practice
Solving problems involving time
Ordering decimals
Add and subtract decimals
Solve problems involving money
Students should be able to create revision cards on time and decimals.

**Spring
Term 2**

Times table practice
Rounding & Estimation
Measurement & Reading scale
Revisiting Multiplying and dividing by numbers
Students should be able to create revision cards on measurement or reading scale.

Review

**Summer
Term 1**

Types of data
Collecting data
Presenting data
Interpreting data

Students should be able to work in groups and do a presentation on their findings

**Summer
Term 2**

Perimeter of 2D-shapes
Solve problems involving perimeter
Area of 2D- shapes (Regular and Irregular)
Solve problems involving 2D-shapes

Students should be able to complete some activities involving area and perimeter of 2D-shapes by using different objects.

End of year Assessment

<p>Homework</p>	<p>Times table practice, creating writing frames and independent revision tools to improve their basic arithmetic skills as well as some aspects of problem solving.</p>
<p>Subject / Department Key Terms</p>	<p>Addition, subtraction, multiplication division, work out What have you noticed?</p>
<p>Recommended Reading / Viewing</p>	<p>Numeracy Ninjas Corbettmaths.com Interactive starters, activities and plenaries. <u>BBC Bitesize</u> <u>Mathbox</u> <u>Youtube</u></p>
<p>How can technology help in this subject?</p>	<p>Using interactive resources to enable students to improve their basic arithmetic skills across the curriculum. Interactive starters, activities and plenaries. Giving an opportunity for students to watch YouTube videos related to the topics.</p>
<p>Skills required to succeed in this subject...</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> • Develop confidence in using mental arithmetic and logical reasoning • Solve a problem in real life context using mathematics • Understanding on how to use data
<p>Vision for this subject...</p>	<p>To enable each student to have the confidence to use numbers To secure students' knowledge and accuracy when recalling number facts To encourage and support students being more resilience in using mathematics everyday</p>

Subject: Numeracy

Year group: Year 7 Higher ability

Project based tasks

Exam Board: NA

	Content	Department Assessment
Autumn Term 1	Introduction to Numeracy & Activities involving numbers Baseline assessment & Money problems Unit 1- Time and travel World travel and time zone Peru distances and scales	Baseline assessment September
Autumn Term 2	Peru, exchange rate and currency The climate of Peru Food miles	
Spring Term 1	Peru, a day in the life of Paddington bear Food miles Peru and Fair trade Review of Unit & Making posters	
Spring Term 2	Unit 2- Creating a business Type of product Target market Pricing ingredients	
Summer Term 2	The Pitch(preparation) The Pitch(delivery) Business plan	
Summer Term 2	First year of business, costs and profits Revision & End of year assessment Design Numeracy posters	

<p>Homework</p>	<p>Investigations. Mathematics puzzles and games</p>
<p>Subject / Department Key Terms</p>	<p>Addition, subtraction, multiplication division, work out What have you noticed? How do you know? Solve</p>
<p>Recommended Reading / Viewing</p>	<p>Corbettmaths.com Interactive starters, activities and plenaries. BBC Bitesize Mathbox Youtube</p>
<p>How can technology help in this subject?</p>	<p>Using interactive resources to enable students to improve their basic arithmetic skills and ability to solve problems in both mathematics and other subject areas. Interactive starters, activities and plenaries. Giving an opportunity for students to watch YouTube videos related to the topics.</p>
<p>Skills required to succeed in this subject...</p>	<ul style="list-style-type: none"> • Confidence in using their logical thinking to solve problems • Critical judgement • Solve mathematical problems in an unfamiliar situation • Understanding on how to use number sense and data
<p>Vision for this subject...</p>	<p>To enable each student to have the confidence to use numbers and solve mathematical problems. To secure students' knowledge and accuracy when recalling number facts To encourage and support students being more resilience in using mathematics everyday</p>

Subject: Physical Education

Year group: Year 7

Exam Board:

	Content	Department Assessment
Autumn Term 1	DANCE	Every 4 weeks (end of activity block) Grading of Emerging/Developing/ Secure/Mastery (using department Year 7 criteria descriptors)
Autumn Term 2	FOOTBALL	
	BASKETBALL	
	Health Related FITNESS	
Spring Term 1	HOCKEY	Every 4 weeks (end of activity block) Grading of Emerging/Developing/ Secure/Mastery (using department Year 7 criteria descriptors)
Spring Term 2	GYMNASTICS	
	NETS/BADMINTON	
	HANDBALL	
Summer Term 1	ATHLETICS	Every 4 weeks (end of activity block) Grading of Emerging/Developing/ Secure/Mastery (using department Year 7 criteria descriptors)
Summer Term 2	STRIKING & FIELDING – ROUNDERS	
	STRIKING & FIELDING – CRICKET	

<p>Homework</p>	<p>Depending on the activity block, research into specific terminology make be asked of and also sometimes to outline their routines for gymnastics/dance. Students may also be directed to watch a specific sporting event.</p>
<p>Subject / Department Key Terms</p>	<p><i>Key words given and explained during lessons.</i></p> <p><i>Specific terminology for different activities will be required to be learnt and understood and this will continue to be re-visited in lessons: e.g. Names of fitness components in the Health-Related Fitness unit.</i></p>
<p>Recommended Reading / Viewing</p>	<p>Watch as many different sports on TV.</p> <p>Watch 'Strictly Come Dancing'</p>
<p>How can technology help in this subject?</p>	<p>Not applicable within practical lessons as we do not have access in the different teaching areas. If we did we would look at:</p> <p>Analysis of movement.</p> <p>Slow motion clips of sporting actions</p>
<p>Skills required to succeed in this subject...</p>	<p>Confidence; team work; communication; positive attitude; decision making</p> <p>Various practical skills for different activities.</p>
<p>Vision for this subject...</p>	<p>For every student to improve skills & tactical awareness and also their confidence and enjoyment of various activities so that they are more willing and motivated to maintain fitness and well-being outside of school through exercise.</p>

Subject: Religion and Cultural Studies

Year group: 7

**Exam Board:
Edexcel**

	Content	Department Assessment
Autumn Term 1	Unit of learning: Identity What is my identity/multiple identities A diverse world/migration Multi-ethnic society Unit of learning: Places of worship Special places Places of worship in six major religions Pilgrimage	Extended writing Assessment: End of unit test
Autumn Term 2	Unit of learning: Prayer Understanding prayer/meditation in everyday UK Prayer in six major religions Unanswered prayers Unit of learning: Bullying (Tutor programme) Why do people bully? What does bullying look, sound and feel like? Effects of bullying How to cope with bullying	Extended writing Assessment: Poster Online bullying test
Spring Term 1	Unit of learning: Money and Finance How can I successfully manage my money? How can I successfully create a budgeting plan? How can I save for a healthy financial future?	Assessment: GCSE style 3marks and 4 marks question. Dragons' Den style project
Spring Term 2	Unit of learning: Hinduism and Sikhism Hindu and Sikh beliefs about God Dharma and how It shapes lives. The caste system Sikh Gurus and their teachings. The practice of Seva. Life after death.	Assessment: GCSE style questions.
Summer Term 1	Unit of learning: Healthy Body Healthy Mind/ Relationships, Sex and Health Education Personal body hygiene Diet and exercise Smoking and alcohol Relationships and friendship	Assessment: Creating an informative Leaflet for incoming year 7s

<p>Summer Term 2</p>	<p>Unit of learning: Religious Founders Important people in your life and country Key people/founders in six major religions Unit of learning: Money Matters - Delivered as Drop Down Day</p>	<p>Assessment: Project</p>
<p>Homework</p>	<p>Homework is set once a fortnight at Key Stage 3, this could range from extended writing, creating storyboards, posters, informative leaflets researching a particular topic in preparation for the next lesson and anything else that helps to solidify learning and prepares them for their next lesson.</p>	
<p>Subject / Department Key Terms</p>	<p><i>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on. for example, PEE (Point. Evidence. Explain)</i></p>	
<p>Recommended Reading / Viewing</p>	<p>The Extraordianry Life of Mary Seacole – Naida Redgrave Alleanna Harris The Boy with the Topknot – Sathnam Sanghera</p>	
<p>How can technology help in this subject?</p>	<p>Students can use technology to access homework, class work and revision materials from google classroom and other websites like BBC bite size. The use of the media can provide added audio and visual stimuli to complement and concretize what is being taught.</p>	
<p>Skills required to succeed in this subject...</p>	<p><i>Skills - Students are expected to master the following skills by the end of each term this will continue throughout Key stage 3</i> Autumn - Identify and Describe Spring - Compare Summer – Explain and Analyse</p>	
<p>Vision for this subject...</p>	<p>Our vision for RCS is to provide students with a well-rounded and strong appreciation for all religions and cultures expressed within the U.K. and the wider world. We aim to ensure that our students are aware of their own beliefs/faiths/customs/cultures/laws and practices and those of the global community.</p> <p>Students will be given the opportunity to 'learn about' and 'learn from' the main religions of the world and the connection that religion has to culture within the U.K and the wider world. They will also be able to analyse the role that faith and culture plays in nurturing good citizens.</p>	

Subject: Science

Year group: 7

KS3 Framework: Exploring Science

	Content	Department Assessment(s)
Autumn Term 1	Health and Safety 7A Cells, tissues, organs and systems 7E Mixtures	Baseline test Induction test
Autumn Term 2	7K Forces 7B Sexual reproduction in animals	7A & 7E End of Unit Test 7B & 7K End of Unit Test
Spring Term 1	7G The Particle model 7J Current electricity	7G & 7J End of Unit Test
Spring Term 2	7C Muscles and bones 7F Acids and Alkalis	7C & 7F End of Unit Test
Summer Term 1	7I Energy 7D Ecosystems	End of Year 7 Assessment
Summer Term 2	7D Atoms, elements and molecules 7L Sound	7D & 7H End of Unit Test

<p>Homework</p>	<p>Homework is set once a fortnight in Key Stage 3, this is in the form of 6-mark assessment questions, badger tasks, research tasks, projects, KS3 exam questions, worksheets (which can be from Explorer Science), long answer exam questions or DIT assessments.</p>
<p>Subject / Department Key Terms</p>	<p>Read, Decode, Plan and Answer (RDPA) Box, underline, knowledge and structure (BUKS) Write the equation, Identify the value, substitute, ensure you have units (WISE) When interpreting graphs, General trend, specific trend and example (GSE) Point, Evidence, Explain and Link (PEEL)</p>
<p>Recommended Reading / Viewing</p>	<p>Does Anything Eat Wasps?: And 101 Other Questions (New Scientist) by Mick O'Hare Horrible Science: Chemical by Nick Arnold (author) and Tony De Saulles (illustrator) Molecules: The Elements and the Architecture of Everything by Theodore Gray Kitchen Science Lab for Kids: 52 Family friendly recipes from around the house by Liz Lee Heinecke Charged Up: The Story of Electricity (Science Works) Paperback – by Jacqui Bailey BBC Bitesize Youtube: Cognito Education Twig-World</p>
<p>How can technology help in this subject?</p>	<p>Technology can support students to visually see concepts in science and practical work. The viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.</p>
<p>Skills required to succeed in this subject...</p>	<p>Research Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Practical skills in lessons</p>
<p>Vision for this subject...</p>	<p>Science lessons should stimulate curiosity, interest and enjoyment and encourage safe practice in line with health and safety regulation.</p>

Subject: Spanish

Year group: 7

Exam Board:

	Content	Department Assessment
Autumn Term 1	My life Introducing yourself in Spanish Talking about your personality Age; numbers Brothers / sisters Birthday; alphabet and months	Writing & vocabulary tests
Autumn Term 2	Pets Personal Description My free time Likes and Dislikes Weather Sports	Writing
Spring Term 1	Mi insti (School) School Subjects and opinions Describing your school Break time	Reading
Spring Term 2	My family and friends Where I live	Writing, listening, reading & speaking
Summer Term 1	My city Describing your town or city City activities The time Food and Drink	Writing & speaking
Summer Term 2	Opinions on cities Cultural project; Spanish speaking world	
Homework	Year 7 students will receive homework each week in line with the school home learning policy. Homework will be used to reinforce the learning in the classroom and will come in a number of formats, for example, increasing reading and comprehension skills, translation, learning vocabulary and grammar or it may include flipped learning which learning content for a future lesson which increases learning and productivity.	

Subject / Department KeyTerms	<p>Classroom instructions in Spanish – Escuchar / Repetir / Leer / Escribir / Hablar</p> <p>Use of Target Language in the classroom</p>
Recommended Reading / Viewing	<p>Spanish movies on Netflix; Coco, Zipi y Zape, El libro de la vida.</p>
How can technology help in this subject?	<p>Using language learning sites will support in class learning and will boost vocabulary learning and comprehension.</p> <p>The languages department recommends the following sites:</p> <p>www.linguascope.com – see the teacher for the log in</p> <p>www.languagesonline.org.uk</p> <p>www.memrize.com</p> <p>www.kahoot.com</p> <p>www.quizlet.com</p> <p>www.wordreference.com</p>
Skills required to succeed in this subject...	<p>Students will use all four skills of Speaking, Listening, Reading and Writing. In addition to this, students will have to be independent in learning vocabulary and grammar outside of the lesson.</p> <p>Students are also encouraged to watch Spanish movies and series in Spanish.</p>
Vision for this subject...	<p>To engender curiosity about another country and its culture.</p> <p>To develop listening, speaking and memorisation skills which can be transferred to other subjects.</p> <p>To develop student’s communication, organization skills as well as their intercultural awareness, through the use of cultural resources.</p> <p>To develop reading, including literary texts, in a different language.</p> <p>To help our students become independent learners while learning another language.</p> <p>To produce students who are confident in speaking and writing in Spanish and who can understand both spoken and written Spanish.</p> <p>Students should also have developed a knowledge of Hispanic culture</p>

Subject: SEND		
KS3 SEND JOURNEY		
	Content	Assessment
Intervention 1	RFS (reading for success) Year 7 Only	<ul style="list-style-type: none"> • Oracy • Literacy • English • Reading • ICT skills • Cross curricular skills • Group work
Intervention 2	Social skills	<ul style="list-style-type: none"> • Eye contact • Communication and interaction • -Scripts • -English • -Drama • Group work • Non- verbal communication • Identification • Active listening <p>How to respond:</p> <p>Turn taking Facial expression Body language Conversational skills Social cues (Cue cards)</p>
Intervention 3	Language groups/ strategies	<ul style="list-style-type: none"> • Language • Synonyms/Antonyms • Literacy <p>-Dictionary work</p> <p>-Multiple meaning words</p> <ul style="list-style-type: none"> • Support with retrieval <p>-Dual coding</p> <p>-Memory retrieval</p>

<p>Intervention 4</p>	<p>Speech and language</p>	<ul style="list-style-type: none"> ● Active listening ● Multiple meaning words ● Dictionary skills ● Reading <p>-Spelling (Spag)</p> <p>-Grammar</p> <ul style="list-style-type: none"> ● Turn taking ● Competition ● Handwriting ● Organisational skills ● Retrieval
<p>Intervention 5</p>	<p>Lunch/After school clubs</p>	<ul style="list-style-type: none"> ● Spellings ● Homework ● ICT skills ● Art ● Maths ● Secondary talk time ● Empowerment group ● Revision ● Chess
<p>Intervention 6</p>	<p>Apples and Pears</p> <p>1-1 or small group</p>	<ul style="list-style-type: none"> ● Literacy ● Spelling ● Sentence dictation ● Homophones ● Synonyms ● Antonyms
<p>SEND/ Department Key Terms</p>	<p>SLCN, ADHD, ASD, MLD, ODD, HI,DCD, SEMH, SpLD, MC</p>	
<p>Intent</p>	<ul style="list-style-type: none"> ● Address specific needs (Dyslexia, autism etc.) ● Encourage Independence ● Secondary transition ● Encourage friendship 	
<p>Impact</p>	<ul style="list-style-type: none"> ● Reports (Interim) ● Grades ● Increased reading ages ● Increased spelling ● Interaction with students ● Marked progress 	

Recommended Reading / Viewing	<ol style="list-style-type: none">1. The SEND COP 20152. Changes to special educational needs and disability support DFE3. The Special Educational Needs Coordinator- Maximising your potential Vic Shuttleworth4. The SENCo Handbook- Leading and managing a whole school approach Elizabeth Cowne, Carol Frankl, Liz Gerschel5. The Perfect SENCO Natalie Packer6. When Adults change everything changes- Seismic shifts in school behaviour. Paul Dix7. SEN and secondary school transition. British journal of learning support Tracking progress and managing provision NASEN
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