

# Simmonds 3

## Term 5 Curriculum Overview



<p><b>English</b></p>	<p><b>What we are doing:</b> AQA Introduction to poetry features and reviewing poems.</p> <p><b>How school will do this:</b> This term in English we will explore poetry features and what this entails. Identifying the use of certain poetic language, give opinions of likes and dislikes and contribute in writing a simple poem using rhyme or alliteration.</p> <p><b>How you can help at home</b> Encourage the reading of poetry at home.</p> <p><b>Key words-</b> adjective, verb, rhyme, alliteration, poem</p>
<p><b>Maths</b></p>	<p><b>What we are doing:</b> AQA representing data.</p> <p><b>How school will do this:</b> The students will learn to make at least 2 tally charts, draw and interpret at least 2 pictograms .</p> <p><b>How you can help at home</b> Look at things that can be represented as data at home and out and about.</p> <p><b>Key words</b> data, graph, pictogram, tally chart, interpret</p>
<p><b>Science</b></p>	<p><b>What we are doing:</b> UAS – Forces: pushes, pulls, twisting, bending and friction</p> <p><b>How school will do this</b> This term students will be learning about Forces. They will participate in activities that involve them pushing, pulling, twisting, bending and rubbing of surfaces. They will use a variety of mediums to do this.</p> <p><b>How you can help at home</b> Experiment with different objects at home with your child. Can they push it away, pull it towards them or bend it into a different shape. Explore what types of objects can be twisted.</p> <p><b>Key Spellings:</b> Force, push, pull, twist, bend, friction</p>

<p><b>Art</b></p>	<p><b>What we are doing:</b> Entry Level Textiles</p> <p><b>How will school will do this:</b> Others will be working on the Entry Level Textiles, The topic is food and the final outcome will be a cushion.</p> <p><b>How you can help at home:</b> Send any magazines in with pictures of food. Keywords: Needlefelting, Weaving, Handsewing, tie dye, embroidery, layout</p>
<p><b>Expressive Arts</b></p>	<p><b>What we are doing:</b> Arts Award course part A – participate in the arts Part B - Learners will identify an artist of interest and find out about him/her and their work.</p> <p><b>How school will do this:</b> We will continue to learn more about ‘What are the arts?’ and try some different Art forms. We will start/continue to research an artist that inspires us and record the information we have found. We will continue to participate in different arts activities and record what we found inspirational when taking part in those arts activities. We will also begin to think about Valence Has Talent and if they’d like to we will work on a performance ready for VHT 2024.</p> <p><b>How you can help at home:</b> Talk about Valence Has Talent. Would they like to perform for the school in this talent show? What could they do?</p> <p>Talk about artists that inspire you. These could be musicians, painters, dancers, actors..... Who inspires them? Point out and discuss different art forms you may see on the television or when out in the community. Arts could include - painting, drawing, sculpture, graffiti, modelling, pottery, mosaic, theatre, dance, music, circus, street artists/performers.</p> <p><b>Keywords:</b> perform, talent, arts, inspire, sing</p>
<p><b>Computing</b></p>	<p><b>What we are doing:</b>ASDAN Towards Independence modules</p> <p><b>How school will do this:</b> We will be continuing the IT Modules and will be completing set tasks as we move through this. We will be taking photographs and have written work as evidence and we will experience many pieces of technology.</p> <p><b>How you can help at home:</b> Talk to the students about how they can use technology in the home, and look at different types of technology in the different rooms in their houses.</p> <p><b>Keywords:</b> ESafety, Computer, Games, Log, Screen</p>

<p><b>Humanities</b></p>	<p><b>What we are doing:</b> AQA religious festivals</p> <p><b>How school will do this:</b> Students will listen and identify aspects of a story or historical event related to festivals. They will learn about symbols related to festivals and how they are celebrated. We will also explore food that celebrates at least one of these.</p> <p><b>How you can help at home:</b> Have discussions at home about festivals coming up over Easter holidays and what they mean.</p> <p><b>Key words</b> festivals, religion, celebrations, belief.</p>
<p><b>Communication</b></p>	<p><b>What we are doing:</b> Debating and Group Discussions</p> <p><b>How school will do this:</b> This term students will be using their communication skills to express their opinions on a range of topics in a positive and constructive way. They will learn the different ways of debating and there will be a contest - the 'world cup of everything', which will give them an opportunity to practise their skills. Students will discuss the positives and negatives of arguing and they will learn to settle disagreements. Challenges will take place through imagined situations, role-plays and practical tasks.</p> <p><b>How you can help at home:</b> Encourage your son / daughter to express their opinions on different topics at home.</p>
<p><b>Independence</b></p>	<p><b>What we are doing:</b> Travel and transport</p> <p><b>How will school do this:</b> Students will study various forms of transport deciding whether they are accessible to them and if they would use them in the future. The unit will focus on the practical skills needed to travel by bus and train. Students will focus on the step-by-step process, firstly role-playing the scenario and finally either travelling a short journey by bus or train. The unit will also cover travel safety, trip planning and other modes of transport such as taxis.</p> <p><b>How can you help at home:</b> Identify different forms of transport. If possible, take a train or a bus journey.</p>
<p><b>Swimming</b></p>	<p><b>What we are doing:</b> This term students will be learning about water safety and what we need to be aware of when we are at the beach and around the community.</p> <p><b>How school will do this:</b> Students will be learning about the different types of flags they may see around the beach and what they mean. They will also be looking at different situations they may find themselves in when in the water. Some of these situations include cold water shock and a rip tide.</p> <p><b>How you can help at home:</b> Encourage students to have a positive experience in and around water. Discuss the importance of water safety.</p>

<p><b>PSHE</b></p>	<p><b>What we are doing:</b> The students are studying the topic Building Relationships, covering self-worth, romance and friendships (including online) and relationship boundaries.</p> <p><b>How school will do this:</b> The students will explore through activities and discussion self-worth and self-efficacy, thinking about qualities and behaviours relating to different types of positive relationships (including, how to recognise unhealthy relationships). The students will also be exploring how to recognise and challenge media stereotypes, and how to evaluate expectations for romantic relationships. We will consolidate our understanding about consent, and how to seek and assertively communicate consent, in all its forms.</p> <p><b>How you can help at home:</b> Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When reading or watching the television, draw out the characteristics mentioned above.</p> <p><b>Keywords:</b> friendship; relationships; boundaries; romance; consent/permission.</p>
<p><b>PE</b></p>	<p><b>What we are doing:</b> This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p><b>How school will do this:</b> Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills. Students will be starting to develop leadership skills and qualities such as: effective communication, delegation and giving other team members simple instructions.</p> <p><b>How you can help at home:</b> At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping, finding a grocery independently. grocery independently.</p> <p><b>Keywords:</b> Direction, Communication, Leadership, Teamwork, Problem Solving</p>