

Contingency Curriculum (KS3)

Learning Themes						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Readers for Life Curriculum</b>						
<b>Reading Spine</b>	<b>Fiction - The Goldfish Boy</b>				<b>Earth Heroes</b>	
	<ul style="list-style-type: none"> <li>Retrieving information</li> <li>Predicting what happens next</li> <li>Exploring emotional inference</li> <li>Understanding vocabulary in context</li> <li>Undertake evidence based enquiry</li> <li>Analyse text convention</li> <li>Undertake critical evaluation</li> <li>Identify and validate explicit information</li> <li>Give a personal response to the text so far</li> </ul>				<ul style="list-style-type: none"> <li>Retrieve key details.</li> <li>Understand the meaning of vocabulary in context.</li> <li>Summarise the key points in a paragraph.</li> <li>Sequence events in a text.</li> <li>Analyse text conventions.</li> <li>Explore poetic devices.</li> <li>Make inferences using evidence in the text and reference knowledge.</li> <li>Make comparisons across a text.</li> </ul>	
<b>Writing Genre</b>	<b>Dystopian Fiction</b> (15 lessons) Dystopian Fiction			<b>Ghost Stories Fiction and Non-Fiction</b> (15 lessons) Ghost Stories Fiction & Non-Fiction		
	Know: and understand the conventions of dystopian fiction. Do: Be able to use inference and deduction in order to analyse a text.  Know: and understand how writers use language to convey meaning. Do: To be able to identify and explain how a writer uses language to convey meaning.  Know: how to apply knowledge of dystopian conventions and creative writing techniques to your own work. Do: be able to write a short narrative in the dystopian genre.  Extension if time: Know: how to independently write a dystopian narrative. Do: to complete and re-draft an assessment.			Know: and understand what is meant by skimming and scanning Do: To be able to apply scanning and skimming skills to identify and interpret  Know: and understand what synthesising information is Do: To be able to synthesise information in order to form an idea  Know: what summarise means and what the sections of a classic narrative structure are Do: to analyse a text to summarise and highlight the sections of the narrative structure  Know: how to identify key characteristics of a text and highlight key words Do: To compare and evaluate texts using quotations to support points  Know: how to apply previous learning to analyse fiction and non-fiction texts Do: Identify areas of learning that need further development		
<b>Maths Unit</b>	<b>Number - Four operations including inverse</b>  Addition  Subtraction  Multiplication			<b>Measure</b> Division Money Measure		
	<b>Addition</b>	<b>Subtraction</b>	<b>Multiplication</b> <ul style="list-style-type: none"> <li>Recall and derive multiplication</li> </ul>	<b>Division</b> <ul style="list-style-type: none"> <li>Divide 2/3/4 digits by 1/2 digit with/out remainders</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Understand the value of money</li> </ul>	<b>Measure</b> <ul style="list-style-type: none"> <li>Choose and use appropriate standard</li> </ul>

	<ul style="list-style-type: none"> <li>Adding a two/three/four digit number that can require carrying</li> <li>Using addition to solve word problems in real life context</li> </ul>	<ul style="list-style-type: none"> <li>Subtract two/three/four digit numbers that can require carrying</li> <li>Use inverse operations to check calculations</li> <li>Use subtraction to solve word problems in real life context</li> </ul>	<ul style="list-style-type: none"> <li>facts for tables up to x12</li> <li>Multiply 2/3/4 digit numbers by 1 or 2 digit number using a formal written method</li> <li>Use multiplication to solve word problems in real life context</li> </ul>	<ul style="list-style-type: none"> <li>Use division to solve word problems in real life context</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of money to real life contexts</li> <li>Combine amounts to make values</li> <li>Convert pence to pounds and pounds to pence</li> <li>Solve problems relating to money.</li> </ul>	<ul style="list-style-type: none"> <li>units to estimate and measure length/height in any direction (m/cm), mass (Kg/g), capacity,(litres/ml) to the nearest appropriate units</li> <li>Solving real life problems using units of measure</li> </ul>
<b>Festivals and Celebration</b>						
Autumn 1		Jeans for Genes 19/9 National Coding Week	Rosh Hashanah 25/9	Black History Month Oct ADHD Awareness Month	World Science Week 4/10	Harvest Festival Diwali – 24 Oct
Autumn 2		Armistice Day 11/11 Diabetes Day 14/11 Road Safety Week 1 4/11	Children In Need 18/11 Thanksgiving 24 Nov			Hannukah  Christmas
Spring 1			MLK Day 17/1	Burns Night 25/1 Holocaust Day 27/1 Big Garden Birdwatch	Chinese New Year 1/2 Read aloud Day 1/2 LGBT+ Month Feb	Safer Internet Day 7/2 Valentines' Day 14/2
Spring 2	Lent 21/1 World Book Day 2/3 Fairtrade Fortnight 23/2 World wildlife Day 3/3	World Book Day 2/3 Fairtrade Fortnight 23/2 World wildlife Day 3/3	Int Womens Day 8/3 Purim 6/3 Holi 8/3	Science Week 10/3 Int Maths Day 14/3 Mother's Day 18/3	World Poetry Day 23/3 Ramadan 22/3	Easter Autism Ac Week 27/3
Summer 1	St George's Day 23/4		World Asthma Day 2/5	MH Week 15/5		
Summer 2	June – Pride Month Child Safety Week 5/6	Child Safety Week 5/6	Father's Day 18/6 A Forces Day 24/6	NHS Birthday 5/7		
SCIENCE	<b>The Human Body</b>					
	<b>Organs</b>	<b>Digestive System</b>	<b>The Breathing System</b>	<b>The Nervous System</b>	<b>Lifestyle and Health</b>	<b>Lifestyle and Health:</b>
	<ul style="list-style-type: none"> <li>Recognise the position of the major organs (brain, heart, liver, lungs, kidneys, reproductive organs) in the human body</li> <li>Describe the functions of the major organs</li> </ul>	<ul style="list-style-type: none"> <li>Recall the parts of the human digestive system and be able to identify them on a diagram</li> <li>Understand the role of enzymes in digestion</li> </ul>	<ul style="list-style-type: none"> <li>Recall the parts of the human breathing system and be able to identify them on a diagram</li> <li>Recall that respiration is a cellular process that releases energy</li> </ul>	<ul style="list-style-type: none"> <li>Recall that the human body has automatic control systems</li> <li>Recall that reflex actions are automatic and rapid</li> </ul>	<ul style="list-style-type: none"> <li>Identify animals, including humans, need the right types and amounts of nutrition</li> <li>Describe the right balance of energy and different food groups required for good health</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, etc on the way the body functions</li> <li>Know the links between lifestyle and health (eg: obesity &amp; diabetes, smoking &amp; cancer)</li> </ul>
PSHE	<b>Online Safety</b>					
	<ul style="list-style-type: none"> <li>Online safety – Social Networking</li> </ul>	<ul style="list-style-type: none"> <li>Online safety – Online Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Online Safety – Sharing Photos</li> </ul>	<ul style="list-style-type: none"> <li>Online safety – Gaming</li> </ul>	<ul style="list-style-type: none"> <li>Online safety – Gaming</li> </ul>	<ul style="list-style-type: none"> <li>Discrimination and bias</li> </ul>
PSED	<ul style="list-style-type: none"> <li>Self-confidence and Self-awareness – describe yourself in positive terms.</li> </ul>	<ul style="list-style-type: none"> <li>Self-confidence and Self-awareness – Needs and Wants</li> </ul>	<ul style="list-style-type: none"> <li>Managing Feelings and Behaviour – Aware of Own Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Managing Feelings and Behaviour – Aware of Own Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Actions and consequences</li> </ul>	<ul style="list-style-type: none"> <li>Actions and consequences</li> </ul>
RSHE (cohort dependant)	Explicitly taught if there is a relevant and particular SG concern – due to time limited relationship building.			RSHE Portal could be used to support bespoke lessons: <a href="https://view.pagetiger.com/RSHESchools/home/?ptit=30807729549F37CC7BD30">https://view.pagetiger.com/RSHESchools/home/?ptit=30807729549F37CC7BD30</a>		

<p><b>RE</b></p>	<p><b>Wealth &amp; Poverty</b></p> <p>Know: Another of the different faith groups in UK society. Do: Be able to recognise what contributes to identity of others in comparison.</p> <p>Know: They will know how it feels to be in a minority group through study of the faith group identified. Do: Develop mutual respect for beliefs of self and others.</p> <p>Know: They will know how it feels to be in a minority group through study of the faith group identified. Do: Be able to recognise what contributes to identity of self</p>	<p><b>Environmental Impact, Humanism and Christianity</b></p> <p>Know: That there are different responses to moral/ethical Truth in Society and be able to relate to faith studied. Do: To understand and evaluate different responses to truth.</p> <p>Know: That there are different responses to moral/ethical Truth in Society and be able to relate to faith studied. Do: To understand and evaluate different responses to truth.</p> <p>Know: That there are different responses to moral/ethical Truth in Society and be able to relate to faith studied. Do: They will be respectful of others opinions, beliefs and actions.</p>
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