
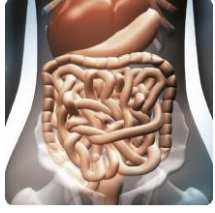








**Medeshamstede Academy**  
**Key Stage 3 Cycle B**  
**Semi-Formal Pathway**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
<b>Topic</b>	<b>Potions (S)</b>	<b>Burps, Bottoms and Bile (S)</b>	<b>Sow, Grow and Farm (G)</b>	<b>Groundbreaking Greeks (H)</b>	<b>Misty Mountain Sierra (G)</b>	<b>I am Warrior (H)</b>
<b>Text</b>	Extracts; Alice in Wonderland by Lewis Carroll Extracts; Weird Sisters - Macbeth - Shakespeare George's Marvellous Medicine- Roald Dahl -Class Reader Extracts; Romeo & Juliet - Shakespeare	<ul style="list-style-type: none"> <li>Demon Dentist-Class Reader</li> <li>Carly the Carrott (A story about a carrots journey through the digestive system) an original story by Matt Sludds</li> <li>Broc the Broccoli (A story about a broccolis journey through the digestive system) an original story by Matt Sludds</li> </ul>	<ul style="list-style-type: none"> <li>Class Reader; Farm Boy – Michael Morpurgo</li> <li>Chicken Farmer Diary- an original story by Matt Sludds</li> <li>Diary of Suffolk Farmer (Cornerstones text)</li> <li>A Farmers Year (Cornerstones text &amp; audio)</li> </ul>	<ul style="list-style-type: none"> <li>Who Let the Gods Out? – Maz Evans</li> <li>The First labours of Heracles – model text, Greek Myth</li> <li>A Prize Catch – Greek comedy playscript</li> <li>Socratic Method of Debating</li> <li>Ode to Phidias – model text</li> </ul>	<ul style="list-style-type: none"> <li>The Brockenspectre – Linda Newbury</li> <li>World Map of Mountain Ranges</li> <li>Yeti Sighting! - Fictional text</li> <li>The Mountain – Poem by Emily Dickinson</li> <li>Information and source materials about the Adi tribe</li> </ul>	<ul style="list-style-type: none"> <li>Circus Maximus: Race to the Death – Annalise Gray.</li> <li>Warrior Soliloquies</li> <li>Description of Queen Boudicca</li> <li>Gladiator combat commentary</li> <li>Gladiator Life</li> <li>Ancient Celtic Recipe</li> <li>Diary of a Roman Child</li> <li>Letter from a Roman Soldier</li> </ul>
<b>English</b>	Narrative Poetry Playscripts; Non-chronological reports;	Slogans Fact-Files-Non-chronological reports; Nonfiction writing	Non-chronological reports (consolidation); Leaflets; Balanced arguments Diaries	Greek myths; Balanced arguments; Playscripts; Odes	Calligrams and shape poems; Leaflets; Adventure narratives; Non-chronological reports	Soliloquies Playscripts Instructions, invitations and menus Historical narratives Letters
<b>Communication and language</b>	Performance Poetry piece Role Play Individual SALT Programmes	Engage and participate in discussions about how we feel and other issues Individual SALT Programmes	Debates and discussion Individual SALT Programmes Balanced arguments	Staff Interviews- Medeshamstede's likes/dislikes - presenting our findings Individual SALT Programmes	Individual SALT Programmes Plan & deliver a persuasive debate/argument (cross curricula link RE & Careers) Picture News	Individual SALT Programmes Reciting our soliloquies Reading our letters aloud Playscripts: Gladiators Picture News
<b>Reading and Phonics Skills</b>	Baselines; <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Fresh Start</li> <li>Reading</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc Interventions</li> <li>Fresh Start Interventions</li> <li>Guided Reading</li> <li>Individual Readers, Comprehension &amp; RfP</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc Interventions</li> <li>Fresh Start Interventions</li> <li>Guided Reading</li> <li>Individual Readers, Comprehension &amp; RfP</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc Interventions</li> <li>Fresh Start Interventions</li> <li>Guided Reading</li> <li>Individual Readers, Comprehension &amp; RfP</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc Interventions</li> <li>Fresh Start Interventions</li> <li>Guided Reading</li> <li>Individual Readers, Comprehension &amp; RfP</li> </ul>	Individual levels: <ul style="list-style-type: none"> <li>Read Write Inc Interventions</li> <li>Fresh Start Interventions</li> <li>Guided Reading</li> <li>Individual Readers, Comprehension &amp; RfP</li> </ul>
<b>Mathematics Functional Maths; White Rose Maths</b>	Number; Place Value, Addition & Subtraction	Number; Multiplication and Division . Measurement consolidation (1W)	Number; Multiplication and Division . Measurement: Length & Perimeter	Number; Fractions Decimals	Number; Decimals Measurement; Money Time	Geometry; Shape Position & Direction Statistics Consolidation(1W)
<b>Science</b>	Potion Master -Understand states of matter and liquid density	Digestion and the impact food has on our body including; <ul style="list-style-type: none"> <li>Teeth</li> <li>Digestive Organs</li> <li>Body Waste</li> </ul>	Food chains and webs; Life cycles; Plant reproduction; Growing plants; Modern farming Can Worms sense Danger?	Properties of materials; Thermal conductivity; Measuring temperature; Thermal insulators; Solubility; Heterogeneous and homogeneous mixtures; Sieving; Filtration; Evaporation; Separating unusual mixtures; Reversible and irreversible changes; Innovative materials	Comparing Mountain Heights The Water Cycle Animals Living at High Altitudes Forces & Motion  <b>Investigations:</b> Why does it flood? Where does water go?	Project: Did the Romans use Toilet Roll? <b>Electricity &amp; magnetism.</b> Hazards of electricity Circuits Switches Conductors/Insulators Magnetism
<b>Humanities (Geog/History)</b>	<b>History:</b> <ul style="list-style-type: none"> <li>Looking at how health care has changed and improved over time.</li> </ul>	<b>Geography:</b> <ul style="list-style-type: none"> <li>Finding places in the UK on a map</li> <li>Locating UK rivers on a map</li> <li>Gridlines / mapping our school</li> <li>Extending knowledge to Europe</li> </ul>	<b>Geography:</b> <ul style="list-style-type: none"> <li>Growing &amp; Farming in the UK</li> <li>Farming around the World</li> <li>Potato farming in Jersey</li> <li>Climate Zones</li> <li>Nth and Sth America</li> <li>Citrus Farming in California</li> <li>Coffee growing in Peru</li> <li>How food is transported globally</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>Dig For Victory Campaign WW2</li> </ul>	<b>History:</b> <ul style="list-style-type: none"> <li>Discovering Ancient Greece: Minoan, Mycenaean, Archaic period.</li> <li>Ancient Greeks influence on the world: Hippocrates, Maths, Alexander the Great</li> <li>Life in Athens during the Classical Period: Democracy, Social Hierarchy, The Acropolis</li> </ul>	<b>Geography:</b> <ul style="list-style-type: none"> <li>Mighty Mountains</li> <li>Maps, Plans &amp; Diagrams</li> <li>Comparing Mountainous Regions</li> </ul>	<b>History:</b> Chronology of The Roman Empire Everyday Life Boudicca I Am Historian <b>Geography:</b> Street maps of Rome Roman Towns Wish you were here Locations of Hillforts
<b>RE</b>	Introduction to the 5 World Religions and exploring additional beliefs	What do people around me believe. 2.3.6 Jesus is a Special person 2.3.2 What happens at a Wedding 2.3.3	Ganesh (Hinduism): 2.3.1 How is Ganesh worshipped by Hindus. 2.3.5	What do signs and symbols mean: 3.7.1	How do Christian Aid and Muslim Aid help others 3.7.2	How and why do organisations like the Salvation Army Help others?3.8.3
<b>PSHE/PD</b>	Jigsaw: Being Me in My World. "Who am I and how do I fit?"	Jigsaw: Celebrating Difference. Respect for similarity and difference. Anti-bullying and being unique	Jigsaw: Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Jigsaw: Healthy Me-How Can substances impact on wellbeing?	Jigsaw: Relationships. Building positive, healthy relationships <b>RSE</b>	Jigsaw: Changing Me. Coping positively with change. <b>RSE</b>
<b>Life Skills/ Food</b>	Academy expectations: <ul style="list-style-type: none"> <li>Academy Routines</li> <li>Class Schedule</li> <li>Social/Class Rules</li> <li>Communicating with others</li> </ul>	Pre-Cooking Skills: <ul style="list-style-type: none"> <li>Using a Blunt knife/utensils</li> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</li> </ul>	Pouring, mixing, estimating <ul style="list-style-type: none"> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	Preparation techniques <ul style="list-style-type: none"> <li>Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning</li> </ul>	Use a range of tools: <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>Identify and name foods that are produced in different places</li> </ul>	Principles of planning and preparing a range of healthy meals. <ul style="list-style-type: none"> <li>Follow a recipe for the staple food of a poor Roman family.</li> <li>Compare this fare with the foods of the rich.</li> </ul>
<b>Creativity : Arts, Design and Technology</b>	Introducing and analysing Art	Understand & identify formal elements of art; tone & line	Understand & identify formal elements of art; form & shape  Still life Seasonality	<ul style="list-style-type: none"> <li>Architecture over time; Greek architecture; Structural support, stiffness and stability; Computer-aided design; Building design</li> <li>Paper crafts; Papermaking; Paper, fabric, mixed media and surreal photo collage; Mixed media artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Understand &amp; identify formal elements of art; texture.</li> <li>Significant people: artwork and movements</li> <li>Mountain Models</li> <li>Adi Weaving</li> </ul>	Consolidate understanding & identify formal elements of art; tone, line, form, shape, colour & texture. Clay coins 3D Modelling Mosaics Celtic and Roman shields



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Physical Education	<u>Dance and Gymnastics: Spells and Potions.</u> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns.</li> <li>To experience and explore freely on their own or with a partner, translating how they feel from stimulus into movement.</li> </ul>	<u>Competitive games: Dribble and Score</u> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>To explore the notions of attacking, defending and marking using a variety of equipment.</li> <li>To be aware of the changes that happen to their bodies when they are active.</li> </ul>	<u>Invasion Games - Basketball – Making your mark</u> <ul style="list-style-type: none"> <li>Using small-sided games to enhance skills learned in previous topics and improve teamwork and communication.</li> </ul>	<u>Outdoor Games: Striking and Fielding</u> <ul style="list-style-type: none"> <li>To participate in and enjoy different forms of skill based physical activity.</li> <li>Simple drills-dribbling, ball bouncing, relay races</li> <li>Striking an object whilst stationary and moving.</li> <li>Experience different throwing techniques and what makes them effective.</li> </ul>	<u>Net and Wall Games – Back to you:</u> <ul style="list-style-type: none"> <li>To experience and explore skills needed when playing net/wall games, develop some of these skills and perform with some control and coordination.</li> </ul>	<u>Athletics: World Records/Olympics:</u> <ul style="list-style-type: none"> <li>Comment on tactics, techniques and skills, and learn from others to help improve performance.</li> <li>Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.</li> <li>Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence</li> </ul>
Outdoor Learning	<u>Potions:</u> <ul style="list-style-type: none"> <li>Using knowledge and understanding from past work, how can we use natural materials to make different things.</li> </ul>	<u>Burps, Bottoms and Bile:</u> <ul style="list-style-type: none"> <li>Gain an understanding of and identify waste products from the Outdoor Learning Environment.</li> </ul>	<u>Understanding the world around us:</u> <ul style="list-style-type: none"> <li>To be able to plant seeds/plants independently after modelling from Outdoor Lead.</li> <li>To understand how to look after and maintain the Outdoor School Environment effectively.</li> <li>Identify what can be planted at this time of year.</li> </ul>	<u>How the seasons change the Outdoor Learning space:</u> <ul style="list-style-type: none"> <li>Understanding similarities and differences in the space from season to season and how this effects nature.</li> </ul>	<u>Who shares our environment.</u> <ul style="list-style-type: none"> <li>To make homes for creatures that might live in the outdoor school area.</li> <li>To build a shelter as part of a team.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>	<u>How to prepare Outdoor Learning space for Summer.</u> <ul style="list-style-type: none"> <li>Research and implement ideas for continued growth of plants/seeds over summer using different techniques.</li> </ul>
Computing	Introducing and analysing computing skills, using pre functional skills & processes. <ul style="list-style-type: none"> <li>Different forms of communication</li> <li>Editing, formatting Office Apps (Word, PPT etc)</li> <li>Researching via Internet</li> </ul> Using IT to support curriculum days- Poetry Day which included Manipulating text, images, , simple animation Including changing their style, size, colour, effect, shape, location or format.	Consolidation of baseline skills. <ul style="list-style-type: none"> <li>Entering, editing and formatting data.</li> <li>Presenting data for modelling processes</li> <li>Cyberbullying/Internet Safety</li> <li>Following instructions &amp; processes (Sci Wk)</li> <li>Introducing/reviewing programming/coding</li> </ul> Using IT to support curriculum days- Science Week, Antbullying week	Internet Research use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  Using IT to support curriculum days- which included Manipulating text, images.  Introduction to Coding design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Internet Safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Introduction to Computational Thinking  Programming Essentials in – Part I. Apply the programming constructs of sequence, selection and iteration in Scratch and MakeCode	Satellite mapping; Using GPS devices; 2-D animation; Online research <ul style="list-style-type: none"> <li>Apply computing skills to use new computing software.</li> <li>Use new and unfamiliar computing hardware.</li> <li>Manipulate a range of text, images, sound or video clips and animation for given purposes.</li> </ul>	Internet Safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Computational Thinking  Programming essentials – part II. Using sub routines to decompose a problem that incorporates lists in Scratch.
Careers	Careers Find out about jobs in school and their functions	Understanding Change Research about the different stages in life and what you would like to do as an adult	Types of Career Find out about outdoor job roles, and within the farming and agriculture industry.	Types of Careers, researching architecture and construction roles (apprenticeships & visitors)	Helping Others Take part in a mini-enterprise project and donate the money raised to your class's chosen charity	The World of Work Complete job application for in-class job roles and participate