



# Melland High School

BRIGHT FUTURES EDUCATIONAL TRUST



## Parent/Carer Curriculum Guide 2023/24 – 3C



**Melland  
High School**

BRIGHT FUTURES EDUCATIONAL TRUST

## The Melland Curriculum Drivers

Vocabulary



Specialist  
Pedagogies



Flexible  
Curriculum  
Pathways



Powerful  
Knowledge



S.M.S.C.



**Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.

For more detail on each curriculum driver please visit our website.

## Subject Threshold Concepts

Each curriculum subject has threshold concepts. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

These will help you as a parent/carer support learning at home.

For further detail about each subject area please visit our website.

## Skills for Life



Skills For Life promotes the use of a common language to promote five key skills: teamwork, communication, self-belief, problem solving and self-management, and the programme is committed to increasing opportunities for Manchester's children and young people to practice these skills.

At MHS, these opportunities are embedded across the curriculum pathways and aim for all students to be equipped to thrive in their relationships, careers and future.

# Class – 3C Timetable

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday  |
|---|---|---|--|---|
| <b>Tutor Group</b>  | <b>Tutor Group</b>  | <b>Tutor Group</b>  | <b>Tutor Group</b>   | <b>Tutor Group</b>  |
| <br><b>Science</b><br>G Roberts<br><b>4 Franklin St</b>  | <br><b>123 Maths</b><br>C Haresign<br><b>3 Franklin St</b> | <br><b>PE</b><br>R Gleeson<br><b>Small Hall</b>              | <br><b>Geography/History</b><br>J Knight<br><b>2 Turing St</b> | <br><b>English</b><br>C Blairs<br><b>7 Wilkinson St</b>    |
| Break   | Break   | Break   | Break  | Break   |
| <br><b>Art/Music</b><br>J Knight<br><b>2 Turing St</b>    | <br><b>English</b><br>C Blairs<br><b>7 Wilkinson St</b>    | <br><b>PE</b><br>R Gleeson<br><b>Small Hall</b>              | <br><b>123 Maths</b><br>C Haresign<br><b>3 Franklin St</b>     | <br><b>Science</b><br>G Roberts<br><b>4 Franklin St</b>    |
| Lunch   | Lunch   | Lunch   | Lunch  | Lunch   |
| <b>Tutor Group</b>  | <b>Tutor Group</b>  | <b>Tutor Group</b>  | <b>Tutor Group</b>   | <b>Tutor Group</b>  |
| <br><b>Phonics</b>                                     | <br><b>Phonics</b>                                       | <br><b>Phonics</b>   | <br><b>Phonics</b>   | <br><b>Phonics</b>                                       |
| <br><b>English</b><br>C Blairs<br><b>7 Wilkinson St</b> | <br><b>Computing</b><br>R Barlow<br><b>6 Turing St</b>   | <br><b>123 Maths</b><br>C Haresign<br><b>3 Franklin St</b> | <br><b>RCE/Careers</b><br>H Bridge<br><b>4 Wilkinson St</b>  | <br><b>PSHCE HRSE</b><br>R Gleeson<br><b>1 Turing St</b> |

For lessons that have more than one subject for example Geography / History, the lesson focus changes each half term.  
E.g. Spring 1 – Geography, Spring 2 – History

# How to use this guide



## English

Our vision is to provide our students with opportunities to develop their enjoyment for English. Experiences will help our students to engage with the world around them. The skills acquired will enhance their learning, their life and their future.

English at Melland High School encompasses the development of all skills needed for: Reading, Writing, Speaking & Listening. These skills are fundamental to enhance the students' knowledge and understanding in all subject areas.

This informs you of the overarching aims of the subject.

### Macbeth by William Shakespeare

Using BBC Schools Macbeth short videos as our hook into the story, students will study the key elements of the classic Shakespearean play with focus on: Showing understanding that stories can be told in many ways, including drama. Become familiar with the main characters Sequencing key events. Practise dialogue and actions to perform key scenes and consider character's feelings.

Go to your local library and choose books to read with or to your child. Ask questions about the books e.g. plot line, character descriptions. Look at pictures and headlines in newspapers/magazines and discuss. Point out signs and words in the local environment and ask what they mean.

School

Term 1

Home

### Treasure Island by Robert Louis Stevenson

Students will follow the BBC Radio series of Treasure Island video sequence and will have access to the Usborne Young Reading version of the story. We will focus on: Students will offer opinions about characters and events. Discuss the setting, themes and plot. Students will identify main characters. Take part in role play and drama activities.

Listen and watch the BBC Schools version of Treasure Island. Search: BBC Radio Treasure Island. Watch BBC News Round as it gives an overview of current events. Then discuss the news stories. <https://www.bbc.co.uk/newsround>

Term 2

School

Home

### National Geographic, How to Survive Anything

This term we are looking at features of non-fiction texts and will be using How to Survive Anything as our main text. We will also read or listen to extracts from the novel Kensuke's Kingdom to enhance our writing of: Instructions, Leaflets, Newspaper reports

Collect and read leaflets, pamphlets, letters, newspapers, flyers, instructions and recipes. Look at how they are set out and what type of language is used. Use the online reading programmes at <https://www.oxfordreadingbuddy.com/uk> [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

School

Term 3

Home

This provides you with information about what specifically is being taught in school each term.

This gives you appropriate and achievable suggestions to do at home in order to consolidate learning

### English Threshold Concepts



Independent Thought



Inquisitive Thought



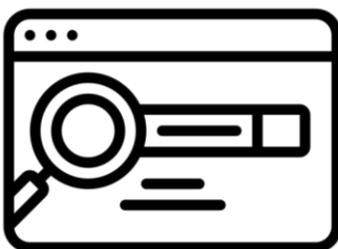
Communication



Reading

Should you require any more information or have any English specific queries please contact: [cblairs@mhs.bright-futures.co.uk](mailto:cblairs@mhs.bright-futures.co.uk)

These are the threshold concepts of the subject, for more information on these please visit the curriculum section of our website.



Search the any **key words** online to find out more about what you could do at home.



# English

Our vision is to provide our students with opportunities to develop their enjoyment for English. Experiences will help our students to engage with the world around them. The skills they acquire will enhance their learning, their life and their future. English at Melland High School encompasses the development of all skills needed for: Reading, Writing, Speaking & Listening. These skills are fundamental to enhance the students' knowledge and understanding in all subject areas.

## Matilda by Roald Dahl

School

Term 1

Students will be exploring works by the author Roald Dahl and will be focussing on the novel Matilda. The aims of this unit are to engage with a wide and interesting vocabulary, use imaginative description and develop an understanding of the text. Threaded throughout this unit is the development of 'core skills' including grammar, punctuation and spelling. In addition, students will participate in daily phonics lessons as well as reading for pleasure.

Home

Visit your local library and choose books to read with or to your child. Ask questions about the books e.g. plot line, character descriptions. Look at pictures and headlines in newspapers/magazines and discuss. Point out signs and words in the local environment and ask what they mean. Remember to read with your child 10 minutes every day.

## Greek Myths and Aesop's Fables

School

Term 2

This term we will be exploring a range of Greek Myths and Fables. Pupils will focus on reading words accurately, writing for purpose and will hold conversations and debates. They will be listening to longer stories and will read a range of fiction and non-fiction texts. Students will have the opportunity to write creatively for example, they will invent their own hero, as well as writing a non-fiction text.

Home

Visit BBC Teach <https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd> and enjoy listening and discussing the collection of famous Greek Myths. Remember to read with your child 10 minutes every day.

## The Secret Garden by Frances Hodgson Burnett

School

Term 3

Students will read the classic novel, The Secret Garden and will focus on using a range of techniques to describe the setting of the story. They will try to use new vocabulary, adjectives and similes to describe the 'Secret Garden.' We will also explore the senses to support our writing and to help make our description more effective. Throughout this unit will be working on developing 'core skills' including grammar, punctuation and spelling.

Home

Visit the following website, <https://www.bbc.co.uk/bitesize/topics/z39tqfr/articles/zhy6wnb#:~:text=Adjectives%20describe%20nouns%20to%20tell,particularly%20important%20in%20descriptive%20writing>. Think of a setting, try to you think of some adjectives to describe your chosen setting.

## English Threshold Concepts



Independent Thought



Inquisitive Thought



Communication



Reading

Should you require any more information or have any English specific queries please contact:  
[hbridge@mhs.bright-futures.co.uk](mailto:hbridge@mhs.bright-futures.co.uk)  
[cblairs@mhs.bright-futures.co.uk](mailto:cblairs@mhs.bright-futures.co.uk)



# Maths

Mathematics at Melland High School aims to provide students with a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We aim for all students to enjoy and achieve in mathematics and become confident mathematicians.

**Number: Recognition, Addition & Subtraction // Measure: Time // Geometry: 2D & 3D Shapes**

**School**  
This term students will focus on identifying numbers. They will learn to compare and order numbers in context such as days of the week, months of the year. Students will solve problems that involve addition and subtraction, using concrete objects, pictorial representations and missing number problems. They will explore how to write the date, will explore sequencing events and tell the time to the hour on an analogue clock. Students will build on their understanding of shape by naming, drawing, and describing the properties of 2D shapes, moving to 3D shapes.

**Home**  
Have student's count everyday objects around the house – for example; how many plates/forks /knives are needed to set the table. Build on this by asking what one more or one less would be. Play simple board/card games like snakes and ladders or Uno. Ask what hour the small hand is pointing to. Have discussions about everyday tasks with emphasis on what comes first and then next. Ask the student what shapes they can spot around the house.

**Term 1**

**Number: Multiplication & Division // Measure: Money // Geometry: Position & Direction**

**School**  
Students will begin grouping and sharing of objects including the doubling and halving of objects. This will build to pictorial and written calculations. They will also learn to identify and describe coins and apply this by counting in pennies and exchanging money for goods in a practical setting. Students will also compare and describe the position of objects as well as move objects giving simple directions.

**Home**  
Group objects into equal amounts and ask how many altogether. For example; six pairs of socks, how many socks altogether? Go to a shop and experience the process of choosing something to buy, paying at the counter and waiting to receive change. Ask students to move an object in front of, behind, below/under, above, left and right of themselves.

**Term 2**

**Number: Fractions // Measure: Length/Weight/Capacity // Statistics**

**School**  
Students will talk about half in conversation and find half and quarter of objects, shapes and paper. They will explore the measures of length, weight and capacity by comparing and describing each. They will begin to use standard and simple measuring devices and apply this through practical activities including cooking. Students will also use and interpret tables. They will count the number of objects in each category and compare categories.

**Home**  
Help students to cut or fold everyday items in half/quarter. This could be a piece of paper or slice of toast for example. Emphasis should be given to the fact all parts are of equal size. Any baking or cooking activities are ideal to familiarise students with measuring equipment and identifying numbers used to measure. You might want to compare numbers of different things, for example, ask the student how many windows there are in comparison to doors.

**Term 3**

## Maths Threshold Concepts



Number



Measure



Geometry

Students can also practice their maths skills and fluency online using Sumdog. This can be accessed on [www.sumdog.com](http://www.sumdog.com) and students know their username and password. Should you require any more information or have any maths specific queries please contact: [charesign@mhs.bright-futures.co.uk](mailto:charesign@mhs.bright-futures.co.uk)



# Science

Science at Melland High School aims to provide students with experiences that will **stimulate their curiosity** and allow them to understand the world around them. We will provide **context** for the principles of science making it **relevant to them**, their life and their future. In science students will develop **skills** that will help them throughout their lives such as critical thinking and problem solving. Students will learn how to identify or make **connections** between different scientific phenomena/concepts and apply **scientific reasoning** to their everyday life.

## Plants // Materials

School

Term 1

In biology students will study how scientists determine if something is 'alive' and apply this to plants. We will then examine plants in more detail, looking at examples of plants and exploring the different parts and how they grow. In chemistry we will learn about different materials and how they are used. We will explore the different properties and how they inform their use.

Home

Plants: Grow some seeds, discuss their needs such as water, light and soil. Examine the different parts of a plant as it starts to form. When out, look for different plants and point out the different parts.  
Materials: Discuss what different household items are made from and why.

## Forces and magnets // Plants 2

Term 2

School

In physics, we will be learning about the different types of forces and how they feature in the world around us. Additionally, we will examine magnets and link this to our previous learning and see how magnets interact with different materials. We will also revisit plants to build our prior learning. We will examine how plants reproduce and the different ways they disperse their seeds.

Home

Forces and magnets: Look for household magnets and see how they interact with different objects. **\*DO NOT PLACE MAGNETS NEAR TECHNOLOGY\*** such as phones, TV, computers as the magnet can interfere with the circuitry.

## Materials 2 // Forces and magnets 2

School

Term 3

Revisiting materials will allow students to focus further on how the properties of materials inform their use. We will also examine properties and features of solids, liquids and gases. Revisiting forces and magnets will further students understanding of magnets by exploring how they are used in the world around them.

Home

Continue to look at each aspect of science taught this year; plants, materials, forces and magnets and **consider how they can be organised with your child**. How can they be grouped? Objects can be grouped by what material they are made from. Plants can be grouped by how they react to the seasons

## Science Threshold Concepts



Should you require any more information or have any science specific queries please contact: [groberts@mhs.bright-futures.co.uk](mailto:groberts@mhs.bright-futures.co.uk)



# Computing

Students are introduced to a wide range of technology, including iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn.

This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for the future workplace and as active participants in a digital world.

## Desktop Publishing

School

Term 1

Home

Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve documents. Students will explore Logging on, finding a folder, labelling a document, save as... into a folder, Insert shape, Insert image (online and from folder), eSafety, emails/teams.

Students to recognise features of a menu in a wide range of places and how these are targeted to a range of audiences. Students will also be provided with their Microsoft Teams login so they can access any home learning assignments.

## Gaming

School

Term 2

Home

This unit explores the concept of variables in programming through games in Scratch and Microsoft Arcade. Learners find out what variables are and relate them to real-world examples of values that can be set and changed. Learners will experiment with variables in an existing project, then modify them.

Students can access Microsoft MakeCode Arcade using their school account. They can explore features from home and create simple games using the skills they have learned in class. <https://arcade.makecode.com/>

## Music Production

School

Term 3

Home

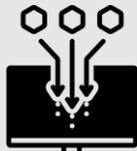
Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes. Finally, learners will share their creations.

Listen to and appreciate a range of music and identify instruments used. Students will be given different genres of music to listen to throughout the term to discuss patterns, tempo and rhythm.

## Computing Threshold Concepts



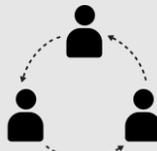
Communicate



Collect



Code



Connect

Should you require any more information or have any computing specific queries please contact: [dhughes@mhs.bright-futures.co.uk](mailto:dhughes@mhs.bright-futures.co.uk)



# PSHCE / RSHE

PSHCE/RSHE (Personal, Social, Health and Citizenship Education / Relationships and Sex Education) at Melland High School aims to help our students to become confident, independent members of society with an awareness of their rights and responsibilities as individuals and as part of a diverse society.

## Individual Liberty // Staying Safe

This term students will understand that individual Liberty is the right to believe, act and express oneself freely. They will learn about how to promote the values of individual liberty. This will include how to make decisions and the consequences of those decisions. They will also comprehend what mutual respect and tolerance are. Students will understand how to keep safe in different environments. These will include: At home, In the community (outside) and in school. They will know that the different types of environments have different types of danger. They will be able to state the dangers and how we can avoid them in the said environments

School

Term 1

Discuss Individual Liberty and rights at home. Talk about what is good decision making and the affects those decisions have on themselves and the people close to them. Encourage good decision making. When recognising potential dangers guide your child in the best practice to stay safe.

Home

## Mental Well-being // Democracy

Students will learn about how we take care of our mental health and emotional wellbeing. They will understand how to manage challenges and the strategies that we have in place to deal with them, such as mindfulness and exercise. In democracy they will learn about freedom of associations, speech, movement and belief.

Term 2

School

Practice Mindfulness techniques at home such as listening to relaxing music, yoga, or mindfulness colouring in.  
Discuss current affairs in the news regarding politics. Talk about how people have differing views on different topics.

Home

## Communities // Healthy Lifestyles

This term students will study what makes a community including Diversity and Freedom of expression. They will learn about different online communities, and they will identify and respond to prejudice. In healthy lifestyles they will understand the attributes of a healthy regime including healthy sleep habits Dental health and Managing stress.

School

Term 3

Talk about the different associations that help and protect us within the community and how we can get hold of them in an emergency. Encourage your child to lead a healthy lifestyle by preparing and eating food that is associated with a balanced diet.

Home

### PSHCE Threshold Concepts



Becoming Me



Becoming A Friend



Becoming A Citizen

Should you require any more information or have any PSHCE/RSHE specific queries please contact:  
[rgleeson@mhs.bright-futures.co.uk](mailto:rgleeson@mhs.bright-futures.co.uk)



# Physical Education

In PE we aim to provide students with regular exercise and develop positive attitudes to taking part in physical activity. We want students to acquire and develop skills in a range of physical activities with increasing confidence and acknowledge the success of others. Students will develop the appreciation of fair play, team work, honest competition, good sportsmanship and accepting decisions and results. They will experience a wide range of sports and exercise and develop their knowledge and understanding of leading a healthy lifestyle.

## Circuit Training/ Hockey

School

Term 1

In Health-Related Fitness students will improve their speed, stamina and agility by completing personal fitness challenges. They will complete activities at Circuit Training stations developing physical fundamental skills. In hockey lessons they will learn how to pass, receive and travel with the ball as well as attack and defend. In all PE lessons students will progress in the 5 Skills for Life; Problem Solving, Teamwork, Communication, Self-management and Self-belief.

Access online health related fitness videos such as Cosmic Kids, The Body Coach TV and Pop Sugar fitness 3 times a week to increase fitness and strength.

Home

## Tag Rugby/ Outdoor and Adventurous Activities

Term 2

School

Students will learn how to catch and throw a rugby ball while both stationary and on the move. They will make tactical decisions about when to make passes and tags and learn the rules of the game. In OAA students will complete on and off site orienteering to develop their desire to be fit and active in the outdoors as well as develop map reading and teamwork skills.

Home

Go for a brisk walk in your local area and further afield where possible

## Athletics/ Cricket

School

Term 3

Students will develop an understanding of how each athletics activity differs and how to use speed, power, height, distance and accuracy appropriately and effectively. They will be given the opportunity to try different styles of travelling, jumping and throwing and will be encouraged to identify their strengths and weaknesses. During the Cricket unit they will focus on learning how to direct their ball into a target area, control their bat and the co-ordination needed to hit effectively. Each week they will work on a range of drills to enhance and develop these skills leading to the knowledge to play a competitive game

Take part in any activity that makes you breathe faster and feel warmer for at least 30 minutes a day. Sit less and move more.

Home

### PE Threshold Concepts



Healthy Lifestyles



Being Social



Movement

Should you require any more information or have any PE specific queries please contact:  
[hharrison@mhs.bright-futures.co.uk](mailto:hharrison@mhs.bright-futures.co.uk)



# Religious Education

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

RE also contributes to students' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

## Christianity and Judaism– Who and Where?

Students will explore the founders and founding places of both Christianity and Judaism. They will examine the history of each religion then draw comparisons. In addition, students will be given the opportunity to share their own religious beliefs and how they shape their own beliefs.

Discuss religion and your own beliefs. Some students may find it beneficial to visit religious buildings such as a church or synagogue in order to explore other cultures.

School  
Term 1

Home

## Christianity and Judaism– Practices and Places

Students will learn about the different practices that take place in Christianity and Judaism. They will compare practices and examine their importance and the reasons for them. Students will also learn about the special places in each religion, where they are and why they are important.

If possible, visit different locations with religious significance in your community. Discuss if you or anyone in your family has ever visited a place of religious significance. What did that visit mean to you? Why was it important?

Term 2

School

Home

## Christianity and Judaism– Main Beliefs

Students will build on what they have discovered over the past two terms and draw it together by exploring the main beliefs of Christianity and Judaism. Specifically, where do those beliefs originate and how do they resonate with people and places important to each religion.

Discuss your families main beliefs and if you follow a religion how those beliefs have impacted decisions in your life. Discuss how different religions have similar and/or different beliefs from your own.

School  
Term 3

Home

## RE Threshold Concepts



Spirituality



Reflection



Beliefs

Should you require any more information or have any RE specific queries please contact:  
[groberts@mhs.bright-futures.co.uk](mailto:groberts@mhs.bright-futures.co.uk)



# Geography

Geography at Melland aims to inspire students to become curious and explorative thinkers with a diverse knowledge of the world, students will think like a geographer. Our students will develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through Geography our students will understand how geography shapes our lives at multiple scales and over time. Students will become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

## What is the weather like in the UK?

Students learn to name and locate the four countries and capital cities of the UK. They use compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map. They identify the four seasons and explain what the weather is like in each season. They keep a daily weather record and find out more about hot and cold places in the UK.

School

Term 1

Discuss with your child the weather and any seasonal changes (e.g. leaves changing colour and falling off trees, etc.). When hearing about a place, explain to your child whether it is a city, country, continent etc. Check your child's understanding of the four countries of the UK.

Home

## What is it like to live in Shanghai?

Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Pupils identify physical features of Shanghai using aerial photographs and maps before identifying human features. They compare the human and physical features of Shanghai to features in the local area and make a map using data collected through fieldwork.

School

Term 2

When hearing about a place, explain to your child whether it is a city, country, continent etc. Take your child on a walk and discuss the difference between the natural (physical features) and the human world (human features).

Home

## Would you prefer to live in a hot or cold place?

Students are introduced to the basic concept of climate zones and mapping out hot and cold places globally. They look at features in the North and South Poles and Kenya. Pupils compare weather and features in the local area. They learn the four compass points. They also learn the names and location of the seven continents of our world.

School

Term 3

When hearing about a place, explain to your child whether it is a city, country, continent etc. Look at maps and identify countries, continents and oceans. Check your child's understanding of the four compass points.

Home

## Geography Threshold Concepts



Locations

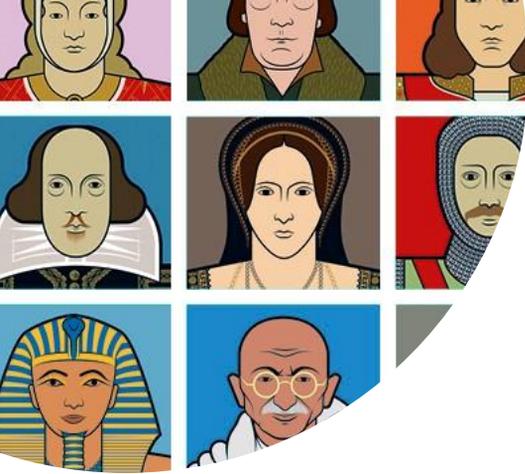


Patterns



Communicating Geographically

Should you require any more information or have any geography specific queries please contact: [jknight@mhs.bright-futures.co.uk](mailto:jknight@mhs.bright-futures.co.uk)



# History

History at Melland High School uses an enquiry-based approach to allow students to experience the process historians use to find out about the past. Students will learn to ask a historical **question** and form a hypothesis about an event/period in history. They will then utilise a range of historical sources to **investigate** a period in history and then **interpret** this data to identify the key points and make connections between the past and present. They will bring evidence together to **evaluate** what they have discovered and draw conclusions. Students will also **communicate** their findings to their peers drawing on a range of evidence and presenting methods.

## The Romans: Why did the Romans settle in Britain?

Developing their chronological awareness of AD and BC, pupils investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.

School

Term 1

Go to the library and choose non-fiction or fiction books based on the Romans. Use the internet to research facts or watch videos about the Romans. If possible, find a relevant museum or heritage site to visit, for example, the DEVA Roman Experience in Chester or Castlefield Roman Fort.

Home

## Anglo-Saxons: How hard was it to invade and settle in Britain?

Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.

Term 2

School

Home

Go to the library and choose non-fiction or fiction books based on the Anglo-Saxons. Use the internet to research facts or watch videos about the Anglo-Saxons. If possible, find a relevant museum or heritage site to visit.

## Vikings: Raiders, Traders, or Settlers?

Extending their understanding of different societies, pupils learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.

School

Term 3

Go to the library and choose non-fiction or fiction books based on the Vikings. Use the internet to research facts or watch videos about the Vikings. If possible, find a relevant museum or heritage site to visit, for example, the Jorvik centre in York.

Home

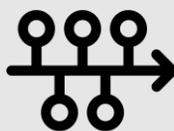
## History Threshold Concepts



Investigate the past



World history



Understand chronology



Communicating historically

Should you require any more information or have any history specific queries please contact:  
[jknight@mhs.bright-futures.co.uk](mailto:jknight@mhs.bright-futures.co.uk)



# Careers

Careers lessons at Melland High School are delivered using the Talentino careers programme which provides students with early career development sessions, including exploring career options, rehearsing for working, creating school Enterprise and improving independent living skills. Students will also develop 5 key employability Skills for Life: Teamwork, communication, self-belief, problem solving and self-management and keep a record of them using the online platform, Kloodle.

## Skills for life

School

Term 1

Students are learning about Skills for Life which are 5 key employability skills. The 5 skills for life are: problem solving, teamwork, communication, self-management and self-belief. They are learning how to recognise when they are demonstrating these skills through a variety of different everyday contexts and games. They evaluate how well they have used these skills and record their progress using Kloodle.

Home

Students can log on to Kloodle via outlook using their school email address and password. Students can then post to their profile, examples of them demonstrating Skills for Life in the everyday activities that they do outside of school. Students can also include pictures of themselves taking part in these activities for us to share in class at school.

## What is a job and what is good about having one?

Term 2

School

Students will have a positive introduction to careers by discussing all the good things about having a job. They will explore how they might feel when they have their own job in the future and will understand when people have a job they care about, they are generally happy when they are doing it.

Home

Students could visit the site <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39> and choose one of the jobs and explain why it may be an enjoyable job to have in the future.

## What might affect finding and having a job?

School

Term 3

This term, we will consider some of the challenges students may face when pursuing and maintaining employment and develop strategies they can implement in the workplace. Students will gain an understanding that there are always strategies to find help when they are finding something difficult at work.

Home

Students can visit the site <https://www.bbc.co.uk/bitesize/articles/zdqnxyc> and have a look at a range of jobs there are in the world around them. Students could discuss what jobs are appealing to them and share their thoughts with their class in school.

## Careers Threshold Concepts



Should you require any more information or have any careers specific queries please contact: [croberts@mhs.bright-futures.co.uk](mailto:croberts@mhs.bright-futures.co.uk)



# Art

Students are introduced to a range of art styles and artists to inspire and develop their confidence in order to experiment and invent their own works of art. Students will be given every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world alongside learning about art and artists from a range of cultures and periods.

## Drawing: Make your mark

School

Term 1

Students explore mark making and line; working and experimenting with different materials through observational and collaborative pieces. Pupils develop an understanding of mark making techniques and learning to look carefully when drawing. Students apply their drawing skills and knowledge to create an observational drawing, experimenting with marks and materials

Home

If possible, give your child access to pencils, crayons, paint etc. and let them create art.

## Sculpture and 3D: Paper play

School

Term 2

Creating three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own and "Tree of Life" sculptures. Working as a class, students recreate Louise Bourgeois' 'Maman' spider sculpture.

Home

If possible, give your child access to materials to create sculptures alongside glue, paint etc.

## Painting and mixed media: Colour splash

School

Term 3

Exploring colour mixing through paint play. Pupils identify primary colours and exploring how secondary colours can be mixed. Students use Lego bricks and other everyday objects to create prints. They also use range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.

Home

If possible, give your child access to pencils, crayons, paint etc. and let them create art.

## Art Threshold Concepts



Develop ideas



Master techniques



Take inspiration

Should you require any more information or have any art specific queries please contact:  
[jknight@mhs.bright-futures.co.uk](mailto:jknight@mhs.bright-futures.co.uk)



# Music

Students will develop their musical skills of singing, playing both tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will gain an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. They will develop their confidence and team-working skills through writing and performing music to their peers.

## Pulse and Rhythm

Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. After identifying the pulse in several songs, the children practise performing the pulse and the rhythm to highlight the differences between the two.

School

Term 1

Listen to a variety of music with your child and try to identify different instruments and elements of music. Practise clapping to the pulse of a song, and the rhythm/syllables of words and short sentences. If possible, practice playing instruments and singing along to songs.

Home

## Classical Music: Dynamics and Tempo

Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They also learn and perform a song as a class. In response to a story, children work in groups to create compositions for sections of the story, selecting appropriate instruments and focusing on tempo and dynamics, before joining their pieces together to perform as a class.

School

Term 2

Listen to a variety of music with your child and try to identify different instruments and elements of music. Practise clapping to the pulse of a song, and the rhythm/syllables of words and short sentences. If possible, practice playing instruments and singing along to songs.

Home

## Timbre and rhythmic patterns

Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. Children showcase their work throughout this unit by using untuned instruments in a class performance.

School

Term 3

Listen to a variety of music with your child and try to identify different instruments and elements of music. Practise clapping to the pulse of a song, and the rhythm/syllables of words and short sentences. If possible, practice playing instruments and singing along to songs.

Home

## Music Threshold Concepts



Perform



Compose

Should you require any more information or have any music specific queries please contact:  
[jknight@mhs.bright-futures.co.uk](mailto:jknight@mhs.bright-futures.co.uk)