



# Melland High School

BRIGHT FUTURES EDUCATIONAL TRUST



## Parent/Carer Curriculum Guide 2023/24 – 4C



**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.

# 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



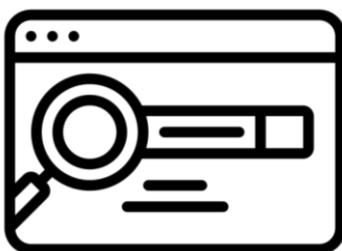
Communication



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.

# Class – 4C 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>
 <b>English</b> H Bridge 4 Wilkinon St		 <b>123 Maths</b> K Casey 5 Franklin St	 <b>123 Maths</b> K Casey 5 Franklin St	 <b>PE</b> R Gleeson Small Hall
Break	Break	Break	Break	Break
 <b>RCE</b> K Casey 5 Franklin St	 <b>PSHCE HRSE</b> R Gleeson 1 Turing St	 <b>English</b> H Bridge 4 Wilkinon St	 <b>English</b> H Bridge 4 Wilkinon St	 <b>PE</b> R Gleeson Small Hall
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>
 <b>Phonics</b>	 <b>Phonics</b>	 <b>Phonics</b>	 <b>Phonics</b>	 <b>Phonics</b>
Option	 <b>Science</b> C Brooksbank 4 Franklin St	 <b>Computing</b> D Hughes 6 Turing St	 <b>Careers</b> C Roberts 5 Wilkinon St	 <b>123 Maths</b> K Casey 5 Franklin St

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  
 Spring 1 – Careers, Spring 2 – Religious Education



# 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.

## A Christmas Carol by Charles Dickens

Students will be reading the famous novel, A Christmas Carol. There will be a focus on developing comprehension skills ensuring they understand what has been read or what has been read to them. Key themes will be explored including, greed, forgiveness and compassion. These themes will then be used as discussion points encouraging students to participate in conversations and debates. Students will then watch, A Christmas Carol which is being performed by our talented Sixth Form students.

Visit the following site, <https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/z6nw7yc> and complete the activities provided. Try to sequence the events of the story and try to match the statement to the characters in the novel. In addition to this task, remember to read 10 minutes every day.

School

Term 1

Home

## Wonder by Palacio. R.J.

This term students will be reading the contemporary fiction text, Wonder. Students will be exploring themes of empathy, friendship, acceptance and celebrating differences. We will be focussing on students development of comprehension skills and understanding of the story as a whole. Students will be completing their own recount, developing planning, sentence and punctuation skills.

Look at this site, <https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/z34pf82> and complete the activities provided. Try to sequence the events of the story and try to match the statement to the characters in the novel. In addition to this task, remember to read 10 minutes every day.

Term 2

School

Home

## Frankenstein by Mary Shelley

Throughout this term, students will be reading and understand the Gothic Novel, Frankenstein. The themes of ambition, monsters and revenge will be discussed and explored. Students will have the opportunity to create their own role play taking on the parts of different characters in the story. Students will also be planning and completing writing linked to the text which will focus on structure, punctuation and imaginative description.

Visit this site, <https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/zmh8jsg> and complete the activities provided. Try to sequence the events of the story and try to match the statement to the characters in the novel. In addition to this task, remember to read 10 minutes every day.

School

Term 3

Home

## 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)



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: Number and Place Value // Measure: Time**

**School**  
Students will begin exploring partitioning, ordering and comparing numbers (1000 and beyond and decimals), as well as using < and > symbols. They will examine negative numbers and Roman numerals and apply their knowledge through column addition/subtraction. They will develop the skills of estimating answers and checking answers using inverse functions. They will learn how to tell time on analogue and digital clocks applying this by converting between different units of measure of time. Students will expand on their understanding of shape by naming, drawing, and describing the properties of 2D shapes including identifying and describing 3D shapes.

**Home**  
Practice mental addition and subtraction to increase mathematical fluency. Ask the time on a variety of different clocks at home and outside (digital and analogue) Read different timetables, and plan events together. What time does the movie start in the cinema? What bus do we need to catch?

**Term 1**

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

**School**  
Students will learn how to read, write and use symbols '÷', 'x' and '±'. They will explore money through the addition and subtraction of money using both p and £. They will develop their contextual knowledge by solving word problems and using correct notation and decimal form. This will also include money in the real world such as budgeting. Students will build on their knowledge of geometry by drawing, labelling a set of axes, plotting and giving 2D co-ordinates.

**Home**  
Practice times tables to increase mathematical fluency. Go to a shop and pay for items with cash, waiting to receive the correct change. Give directions on how to get to key places – home, shop, family house.

**Term 2**

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

**School**  
Students will begin using standard units of measure in practical contexts and apply this by converting between standard units of measure. They will estimate and compare similar units of measure and collect data, representing it in table form. They will learn how to read pictograms/bar charts/line graphs and answer related questions including create their own graphs and charts using collected data. Students will read, write, and count up/down in simple fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{10}$ . In addition, they will learn how to find half and quarter of any number or amount of objects and compares fractions using '<', '>' and '='.

**Home**  
Help cooking at home to halve or double recipes. Measuring amounts of ingredients using weighing scales and jugs. Setting the oven at the required temperatures. Talk about graphs in real life – news on TV, newspapers.

**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: [kcasey@mhs.bright-futures.co.uk](mailto:kcasey@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.

## Lifecycles and Reproduction // Rocks

In biology we will learn about the male and female reproductive systems, including the menstrual cycle. Additionally, they will study the different lifecycle of humans and the changes that take place during specific stages of life. In chemistry we will examine rocks, the different kinds and how rocks change over time through the rock cycle.

School

Term 1

If you have any pets, discuss their life cycle. What were they like when you first got them and how have they changed over time.  
Look for rocks around the area, paving stones, sculptures, buildings. Discuss how they are different, and how they are similar.

Home

## Electricity// Lifecycles and Reproduction

In physics we will examine different materials and if they are electrically conductive or insulating. We will then expand on this by building simple circuits and discuss how circuits are present in all electrical items. When revisiting biology, we will look at lifecycles of different animals and plants, how they are similar and different.

School

Term 2

Play Launchball (from the science museum) online. The game focuses on building circuits and includes other aspects of science.

Home

## Rocks // Space

When revisiting rocks we will examine the rock cycle in detail and the chemical changes that take place in rocks. Additionally, we will look at fossil formation. When studying space, we will look at how different astronomical bodies (The Earth and the moon) move in relation to the sun as well as how we currently explore space.

School

Term 3

Play space games on 'Space place' which is part of NASA. The night Sky on iOS or Star Walk on android are wonderful apps that help guide you to the different star formations in the nights sky.

Home

## 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

Learners will further develop understanding of the terms 'text' and 'images', 'giffs' 'video' and 'audio' and recognise 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 to develop documents using templates. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a Poster.

Learners will be provided with Microsoft Teams login so they are able to access assignments from home.

School

Home

Term 1

## OCR Accreditation

Learners will be working towards Entry level 1 accreditation. They will be using simple editing techniques, reading, sending and receiving electronic messages, using software applications for a purpose while using IT safely.

Learners will be provided with a Microsoft Office 365 account where they can access emails for school purposes.

School

Home

Term 2

## Video Production

Learners will have the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software

Learners can explore devices at home using the camera and free editing software to explore the skills they have been learning in lessons. <https://www.capcut.com/editor>

School

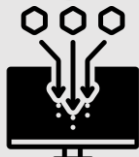
Home

Term 3

## Computing Threshold Concepts



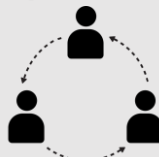
Communicate



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.

## Personal Identity // Health and Hygiene

School

Term 1

As part of Personal Identity students will learn what contributes to who we are. They will understand their own personal strengths and interests. They will acknowledge how to set goals and manage setbacks. In Health and Hygiene, they will learn about how to make informed choices regarding a healthy lifestyle, including nutrition. They will understand the affects that exercise has on the body and the mind.

Home

Encourage your child to lead a healthy lifestyle by guiding them on how to follow a balanced diet. Encourage them to take part in different exercises and maybe even join a local sports club.

## Puberty and Reproduction // Managing Change

School

Term 2

This term students will learn about menstrual wellbeing and how our bodies change during puberty. They will understand the basic concepts of reproduction. They will also learn about how to manage changes in their bodies and in their lives such as developing friendship skills and starting and ending friendships.

Home

Discuss the natural changes of the body that may happen to your child as they grow older. Guide them and reassure them through those changes.

## Media Literacy // Friendships and Staying Safe

School

Term 3

This term students will know how data is shared and used online. They will evaluate the reliability of sources Including misinformation and disinformation. They will understand about choosing age-appropriate TV, games, and online content. They will be able to recognise the nature of online- only friendships. Reporting harmful content and contact to the appropriate people and organisations. They will know the simple rules of staying safe online.

Home

Monitor your child's time on their own internet devices. Ensure that they are only in safe environments. Discuss their friendship status and advise on any problems that may occur within those friendships.

### 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.

## Cycling

School

Term 1

In cycling students will develop an awareness of cycling as both a leisure activity with long term health benefits and a social activity that can be enjoyed within a group through physical activity leading to a healthy lifestyle. The unit will introduce students to the skills needed to become competent and confident using a bike that is specialised for their needs within a safe and supported environment. Each week the students will follow a structured programme of learning, building on strengths and improving weaknesses.

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

## Boxercise/ Basketball

School

Term 2

Students will learn the basic stances and punches from Boxing and then use their knowledge and experience to be more effective in performing routines to music at maximum levels. They will develop their balance, agility and co-ordination through various fitness activities. In Basketball they will focus on improving and developing control in both whole body and fine manipulation skills and selecting and using these tactically when attacking and defending in game play.

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

## Swimming

School

Term 3

Students will acquire confidence in water through a variety of exercises and breath control. They will learn to show a responsible approach to safety and hygiene. The students will learn to demonstrate basic propulsion front/back when acquiring swimming skills. The students will enhance their group interaction as well as learn to understand the benefits of regular exercise such as improved breathing, become fitter, healthier and they will develop their self-confidence.

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

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)



# Lyfta -Religious and Cultural Education

Lyfta is an award-winning platform made up of interactive 360° spaces and soundscapes of real homes, workplaces, and environments from around the world. Students are invited to explore new places, unlock rich media content, and get to know a diverse range of real people through powerful and inspiring short films.

Students access the Lyfta platform in RCE sessions (Religious and Cultural Education) to see a real-life view of different religions, cultures and languages across the world. Students encounter a range of different languages from all parts of the Modern world. Each session is accessed via group discussion then individual immersion to explore at their own pace. The story worlds provide an amazing opportunity for students to experience diversity and gain a more global understanding of what it means to thrive and be a human being. Young people can virtually travel the world and hear stories from different kinds of people, building an inter-cultural journey and learning along the way.

## Religious Education

School

The students engage with new people in this immersive virtual setting. They meet and listen to people from different religions and follow key themes such as: *Religion, Peace and Conflict* and *Comparing World Religions*. These sessions support a greater sense of common humanity by intercultural understanding and knowledge.

Home

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

## Cultural Education

School

Through Lyfta's immersive story worlds students can travel around the world visiting numerous different countries and engaging with topics that cover many of the protected characteristics, including gender, age, disability, race, marriage, sexuality and religion. Engaging with new people in this immersive virtual setting gives students the opportunity to identify common interests and, as a result, develop more positive feelings towards them.

Home

Discuss places around the world you may have links to or have visited. Research these on Ien and show your child different places around the world.

### RCE Threshold Concepts



Diversity



Global community



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)



# Careers

Careers lessons 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.

## Skills for life

School

Term 2

Students are learning a range of vital work-related skills to support their career goal. They will learn what to write on a CV to make themselves more noticeable and strategies to help them stand out in an interview. They will learn that employers perform social media checks and understand why privacy is important. They will also learn that career development can continue even after you get a job.

Home

Students can practise interview questions with members of their household to develop confidence at answering these types of questions. Examples of some basic interview questions can be found here along with a video to explain to how to prepare for an interview: <https://uk.indeed.com/career-advice/interviewing/interview-questions>

School

Term 3

Students are learning about a range of different skills that employers find important. They will learn about the importance of speaking and listening at work, how to speak in front of people and knowing how to use a phone at work. They will also learn about the importance of personal hygiene and how to achieve their goals.

Home

Students can practise their speaking and listening skills via a variety of communication games such as: Guess Who, Bingo, Snap, I Spy, Taboo, Simon Says or Charades. Examples of more communication games can be found here: [40 Conversation Games for Kids that Encourage Communication \(focusonyourchild.com\)](http://focusonyourchild.com)

## 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)





# Option - 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 Normans

School

Term 1

Further developing students' understanding of British history, pupils learn how a Norman became King of England. They then examine the development of Church, state and society in Medieval Britain. Students then analyse how much did England change after the Norman Conquest?

Home

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

## 1833-1928: When did Britain become a democracy?

School

Term 2

Students learn what democracy is, and then look at Britain's journey to democracy. Pupils look at when different groups of people were granted the vote. Students then study the different reasons why Britain became more democratic. They then analyse when did Britain become a democracy.

Home

Go to the library and choose non-fiction or fiction books based on Peterloo, the Chartists, Suffragettes etc.. Use the internet to research facts or watch videos about Peterloo, the Chartists, Suffragettes etc.. If possible, find a relevant museum or heritage site to visit, for example, the People's History Museum in Manchester.

## The Second World War

School

Term 3

This extended topic about The Second World War is divided into two questions: "Which event turned the tide of the Second World War?" and "What was the Holocaust?". Students look at the rise of fascism in Europe and how war was declared. They then look at the chronology of the war and then analyse which event can be considered the turning point of the war. Pupils then study the Holocaust.

Home

Go to the library and choose non-fiction or fiction books based on World War 2 Use the internet to research facts or watch videos about World War 2. If possible, find a relevant museum or heritage site to visit, for example, the Imperial War Museum North.

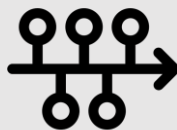
### History Threshold Concepts



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)





# Option - 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.

## Where does our food come from?

School

Term 1

Students are taught the position and significance of lines of latitude and the location and characteristics of different climate zones. Pupils then look at the distribution of the world's biomes and map food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.

Home

When hearing about a place, explain to your child whether it is a city, country, continent etc. When eating food, discuss where the food came from and look on a map to see how far the food travelled.

## What are rivers and how are they used?

School

Term 2

In this unit, students learn all about rivers; their place in the water cycle, how they are formed, the name and location of major rivers and how they are used. Pupils then complete fieldwork, collecting data on the features of a local river.

Home

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).

## What is life like in the Alps?

School

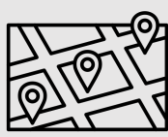
Term 3

Students consider the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to our own locality.

Home

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).

### 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)



# Option – Wellbeing

Students are encouraged to develop their personal sense of self through activities, discussions and encounters. Students are introduced to a range of wellbeing practices and personal development opportunities that boost self-confidence and promote self-reflection. Methods and approaches can be personalised to promote personal preferences and upskill students with the self-belief skills that support their wellbeing.

## Personal Identity

*In this introductory unit, students will begin to reflect upon what wellbeing means to them. We will explore students' individuality focusing on likes, dislikes and personality traits. Students will be guided to gain a better understanding of themselves and identify key personal characteristics and skills to work towards.*

*Students will be working towards personal "little win" targets. These will be set with the class team and worked towards in free time and identified class times, these will be personally motivating and support personal development and self – esteem. These targets will be shared with parents/carers and we encourage home support to practice and share developments.*

School

Home

Term 1

## My emotions

*Students will build upon their personal reflective skills and begin to focus on their emotions. Students will be supported to reflect upon their own emotions and build literacy skills to identify and discuss theirs and others' emotions. We will explore emotional responses and the functions of each emotions alongside regulation support to build resilience and understanding of each emotional state.*

*To support at home, students can access a range of resources that promote mindfulness, please explore the BBC Children In Need: Mindful Hub.: <https://www.bbcchildreninneed.co.uk/schools/primary-school/mindfulness-hub/>*

School

Home

Term 2

## Teamwork and Relationships

*Students will bring together their personal development to work more collaboratively. Students will encounter problem solving and team building exercises that promote understanding of other people and provide opportunities that challenge and inspire teamwork. To compliment practical teamworking we will also learn about building and managing healthy relationships with those around us.*

*Discuss opportunities to work together on a project, daily routine or experience. Who else could get involved? Friend, Family, Local Community? Discuss how each person can contribute to a task and share in joint achievement and success.*

School

Home

Term 3

## Wellbeing Threshold Concepts



My Wellbeing



Judgement



Teamwork

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



# Option – 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.

## Op Art: exploring movement through line

Taking inspiration from famous artists within the Op Art movement, students will explore the idea of creating movement, form and vibration using line, pattern, and a limited colour pallet. Their response to the work of artists will be the creation of their own optical illusion artworks.

School

Term 1

Watch a short video that showcases significant work from the Op art movement.

[https://www.youtube.com/watch?v=nrLXUCnEF\\_E](https://www.youtube.com/watch?v=nrLXUCnEF_E) Find out more about one of the artists, Bridget Riley <https://www.youtube.com/watch?v=PKByTBXbekI> Re-create one of Riley's artworks in this step-by-step video <https://www.youtube.com/watch?v=Cbs6kVxGC0U>

Home

## Printing & Pattern: exploring tessellation

Students will explore a range of printing techniques including stamping, rolling, and rubbing. They will use a range of materials and objects such as string, card, and polyblock. Taking inspiration from nature they will design and produce a repeating or tessellating pattern. We may build on these skills to include reduction printing techniques and the application of colour theory principals.

School

Term 2

For an introduction to polyblock printing watch: <https://www.youtube.com/watch?v=ayG7uPyaqUQ>

Introduction to reduction printing watch: <https://www.youtube.com/watch?v=IEV-yAmyiUw>

Use tracing paper to create a tessellating pattern – your inspiration can be copied, or you can practice your still life drawing skills.

Home

## Drawing / Designing / Making

Students will record the structures of natural objects such as flowers and shells. Their drawings will serve as inspiration for the design and production of individual carnival masks. They will build on previous knowledge of materials, application techniques, and colour theory to add interesting detail to their 3D pieces.

School

Term 3

Visit an art gallery: The Whitworth, M15 6ER or esea contemporary art gallery, M4 1EU Choose two different pieces of artwork and answer some questions: How does it make you feel & why? Is it the subject matter? or the use of colour/texture that the artist has used? How many types of materials and techniques can you identify?

Home

## Art Threshold Concepts



Develop ideas



Master techniques



Take inspiration

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



# Option – Food Technology

The students will continue to develop independent living skills. Cooking is a combination of developing core skills of food hygiene, food preparation and using equipment in the kitchen safely.

## Food hygiene, food preparation and food safety

This term students will be learning about food hygiene and safety in the kitchen. Students will be encouraged to wash hands and wear an apron, tie up long hair. They will learn about hazards and keeping safe in the kitchen. Understanding food preparation, washing fruit and vegetables, using different chopping boards and storing food safely in the fridge are themes that will be explored.

School

Term 1

To develop the students awareness of food hygiene and safety in the kitchen discuss the items in the home kitchen and look for any hazards.

Home

## Peeling, slicing and chopping using a knife

This term students will be learning the skills of peeling, slicing, cutting and chopping vegetables such as carrots, cucumber and onions. We will explore tasting vegetables that can be used in a salad. Students will develop skills of holding the peeler and knife safely and chopping the vegetables into small pieces.

School

Term 2

Encourage the student to find the equipment they will need to peel and slice. Try peeling and slicing potatoes or carrots.

Home

## Making a healthy snack

This term students will be learning how to make a healthy choice and make a salad. The skills of peeling, chopping and slicing will be practiced. Students will research healthy salads and design a salad recipe. This recipe will be created and shared with staff and students.

School

Term 3

Help the student research about healthy salads using a range of ingredients. Buy ingredients and make a healthy salad.

Home

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





# Option – 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.

## Looping

School

Term 1

This term, pupils will be experimenting with looping and remixing songs. They will learn how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions. We will be utilising technology to assist with our creations.

Home

At home, listen to a popular song and the remixed version of that song. Discuss what the similarities and differences are in the song. Which version of the track do you each prefer?

## Scoring

School

Term 2

In the following term, pupils will turn their hand at creating the score to short film scenes. They will explore and identify the characteristics of film music. They will create their own composition and graphic score to perform alongside various scenes from films.

Home

As a family, view films that you enjoy from a variety of genres such as; action, comedy, and romance. Discuss how the music is different across each genre. Talk about the way music can produce a range of emotions, for instance, how does the music help convey that a character may be sad or happy.

## Music from around the world

School

Term 3

We will finish the year by building on what we have previously learnt and develop this further by exploring music from around the world. Pupils will use what they have learnt in the prior terms to create a variety of pieces of music from a range of different cultures.

Home

Celebrate music from other cultures by listening together at home. Are the same instruments used across the world or do different cultures use different instruments?

## Music Threshold Concepts



Perform



Compose

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)