**Taking it to extremes**

**Summer term 2021**



**ICT**

E-safety

Word processing skills and typing practice

Sequencing and animation (Making music)

Global Earth

**ART & DT**

Mixing and using colours to represent different climates

Philip Hughes

Sand art

Ice art- Andy Goldsworthy

**FOOD TECHNOLOGY**

HOT HAPPENING Focus: Mixing/ heat/ tasting/ grating

Vegetable soup, Veggie Kebabs, Quick lamb Rogan josh, Halloumi kebabs, Beans on toast

COOL CREATIONS Focus: Cutting/ slicing/ safety/ equipment

Sandwich making- *spreading,* Coleslaw- *chopping,* Fruit salad- *Chopping,* Hummus- *equipment,* Tantalising tuna wraps, Fruit smoothie, BLT sandwich

**GEOGRAPHY & HISTORY**

Look at globes and atlases,

Compare climates-northern and southern hemispheres, tropics, Arctic and Antarctic, Polar regions, Deserts, Space exploration, Underwater world

Famous explorers and how they travelled in different environments

**RE and PSHCE**

Relationships

Growing and Changing

Learning about the different beliefs people have around the world - Buddhism

**MUSIC AND DRAMA**

Australian traditional dance, New Zealand Haka dancing, India -Bollywood dancing,

Listen to music from around the world – traditional instruments and songs.

LITERACY LINKS: Kensuke’s Kingdom (Yr8), Nim’s Island (Yr7), Biographies and autobiographies,

NUMERACY LINKS: Time. Using a thermometer and measuring equipment

SCIENCE: *Year 7:* Electricity & electromagnetism

*Year 8:* Evolution & Inheritance

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|  | **Literacy****End of Middle School****(min reading age 7, spelling age 7)** |   | **Mathematics****End of Middle School** |
|  Speaking  | Use an appropriate toneAsk a question relating to the chosen topicState a factGive a descriptionExplain viewGive an instructionInitiate conversationTell someone own name, DOB, address | Counting and Ordering | Count to 50 *(One)*Count reliably up to 10 objects (Bridge)Read, write & order numbers & numerals from 0 - >20 (Bridge)Use ordinal language (One) |
|  Listening  | Participate actively in collaborative conversationsFollow two step instruction | Numbers and more/less | Say 1 more or less 0 to 20 *(One)*Double to at least 10Halve even numbers to 10 *(One*) |
| Reading Word reading | Sound all graphemesSegment and blend CCVC CVCCCategorise wordsRead first 100 HF wordsRead the days of the week, months of the year and pertinent namesWork within phase 3-4 letters and sounds | Tables | Count on and back in 1’s, 2’s, 5’s, & 10’s and know the tables *(Bridge)* |
| Reading Comprehension | Arrange alphabetRetrieve literal information from a simple text | Bonds, facts and place value | Know & use bonds to 10 *(Bridge)*Know all number pairs to 100 using ‘ten’ numbers *(One)* |
| Writing  | Form Upper and lower case letters clearlyWrite on the line and with finger spacesSimple sentencesWrite name, DOB Make a list Spell CCVC CVCC or phonetically plausible attemptsUse first 100 HFW, plausible spellingUse capital letters and full stops | Calculation | Add & subtract two numbers under 10 *(Bridge)* |
|  |  | Time | Tell time to half past *(One)* |
|  |  | Money | Recognise all coins *(One)* |

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|  | **PSD****By the end of Middle School** |
| Social use of language  | Speak and listen on the phoneAwareness of appropriate/respectful comments Ask for clarification if neededFollow group instructionsExplain needsJoin in talk at mealtimesShare interests |
| Behaviour and Emotional Intelligence | Recognise emotional triggers |
| Organisation  | Tidy own bed /sleeping bag organise belongings Pack items in a bag to carrySet a table |
| Dressing | Put on own clothes, correctly oriented, footwear on correct feet Tidy and organise own clothesChoose suitable clothing/ footwear for the weatherAwareness of nudity Fasten zipsShow an awareness of own appearance |
| Eating | Use a knife and fork to cut and eat foodPour drinks from a jug or bottleBe aware of drips and spills, clean up when neededPass items at table and request items to be passedTry different textures and mixtures of foods |
| Personal care  | Use glasses and hearing aids appropriately with supportShower and wash Dry body and hair with a towelCover up effectively with a towelBrush own hairTie back hairWash hairApply deodorantlock and unlock a toilet door confidently Put on a plaster |
| Safety skills | Identify safety devices such as exits and extinguishersCross road safely with supportShare online concerns with adult |
| Travel  | Travel on a school bus Travel to a familiar location with adult supportUse appropriate behaviour in outside contexts |

**KEY SKILLS DOCUMENTS FOR MIDDLE SCHOOL COMBINED**