



**Baskerville School Key Stage 3 Curriculum  
Students will follow appropriate Pathways**

**Maths**

**Year 1**

Counting, properties of numbers and number sequences

Place value, ordering, estimating, rounding  
Understanding addition and subtraction  
Mental calculation strategies

(+ -)

Money and 'real life' problems

Making decisions, checking results

Counting, properties of numbers and number sequences

Understanding addition and subtraction

Mental calculation strategies

(+ -)

Measures, including problems

Shape and space

Reasoning about shapes

**Year 2**

Place value, ordering, estimating, rounding

Understanding + and -

Mental calculation strategies

(+ and -)

Money and 'real life' problems

Understanding addition and subtraction

Mental calculation strategies

(+ and -)

Understanding multiplication & division

Money and 'real life' problems

Making decisions and checking results

Measures, including problems

Reading numbers from scales

Understanding + and -

Mental calculation strategies

(+ and -)

Measures, including problems

Reading numbers from scales

Shape and space

Reasoning about shapes

Shape and space

**Year 3**

Understanding multiplication and division

Mental calculation strategies

(x and ÷)

Fractions

Divide by sharing equally a set of objects.

Begin to use the division sign.

Begin to understand the concept of 'remainder'.

Recognise one half, one quarter and one third of shapes.

Begin to recognise that two halves, three thirds and four quarters make one whole and that two quarters and one half are equivalent.

Introduce fraction notation.

Begin to recognise one half, one quarter and one third of a small number of objects.

Shape and space

Reasoning about shapes

Use mathematical vocabulary to describe position, direction and movement: recognise clockwise and anti-clockwise turns and give instructions for moving along a route.

Know that a right angle is a measure of a quarter turn, and recognise right angles in squares and rectangles.

Investigate a general statement about familiar shapes by finding examples that satisfy it.

			Handling Data sequences Reasoning about numbers Money and 'real life' problems Making decisions and checking results Place value, ordering and estimating
<b>English PATHS</b>	<p>Read a wide a range of fiction and non-fiction books including whole books short stories poems and plays. Choose and read books independently for challenge, interest and enjoyment. Re-reading books to increase familiarity. Learn new vocabulary.</p> <ul style="list-style-type: none"> <li>Make inference and refer to evidence in the text. Know the purpose, audience and context of writing to support comprehension. Know how language presents meaning. Recognise a range of poetic conventions and understand how they are used. Study setting plot, character and the effect of these. Understand how the work of dramatists is communicated through performance. Make critical comparison across texts. Study a range of authors.</li> </ul> <p><b>Writing</b> Write for a range of purposes and audiences. Summarise and organise material. Apply knowledge of vocabulary, grammar and text structure. Draw on knowledge of literary devices from reading and listening. Consider how writing reflects the audience and purpose of intention. Amend vocabulary, grammar and structure of writing. Pay attention to grammar, punctuation and spelling.</p> <p><b>Grammar and Vocabulary</b> Extend and apply grammatical knowledge. Study the effect and impact of grammatical features of text read. Draw on new vocabulary and grammatical constructions from reading and listening. Know and understand the difference between spoken and written language. Use standard English confidently in writing and speech. Discuss reading, writing and spoken language using literary terminology.</p> <p><b>Spoken English</b> Use standard English confidently in a range of formal and informal contexts including classroom discussion. Give short speeches and presentations expressing own ideas and keep to the point. Take part in formal debates and structured discussions. Improvise, rehearse and perform play scripts and poetry. Use role, intonation, tone, volume, mood silence, stillness and action to add impact.</p>		
<b>Computing</b>	<p>The computing programme of study is divided into 3 aspects: computer science (CS), information technology (IT) and digital literacy (DL).</p> <p><b><u>Year 1:</u></b>  <b>CS:</b> Understand what algorithms are          Create simple programs.  <b>IT:</b> Use technology purposefully to create digital content.          Use technology purposefully to store digital content.          Use technology purposefully to retrieve</p>	<p>The computing programme of study is divided into 3 aspects: computer science (CS), information technology (IT) and digital literacy (DL).</p> <p><b><u>Year 2:</u></b>  <b>CS:</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  <b>IT:</b> Use technology purposefully to organise digital content</p>	<p>The computing programme of study is divided into 3 aspects: computer science (CS), information technology (IT) and digital literacy (DL).</p> <p><b><u>Year 3:</u></b>  <b>CS:</b> Write programs that accomplish specific Goals.          Use sequence in programs.          Work with various forms of input.          Work with various forms of output.  <b>IT:</b> Use search technologies effectively          Use a variety of software to accomplish</p>

	<p>digital content.  <b>DL:</b> Use technology safely.  Keep personal information private.  Recognise common uses of information technology beyond school.</p>	<p>Use technology purposefully to manipulate digital content.  <b>DL:</b> Use technology respectfully  Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>given goals.  Collect information.  Design and create content.  Present information.  <b>DL:</b> Use technology responsibly  Identify a range of ways to report concerns about contact</p>
Science	<p><b>Year 1</b>  <b>Autumn:</b> Photosynthesis, Food and digestion' Electricity, Domestic and static electricity  <b>Spring:</b> Particles, Atoms and elements, Lungs and gas exchange, Respiration.  <b>Summer:</b> Waves and sound, Light, Acids and alkalis, Pure and impure substances.</p>	<p><b>Year 2</b>  <b>Autumn:</b> Muscles and bones, Inheritance and evolution, Energy transfers, Energy resources.  <b>Spring:</b> Simple chemical reactions, Compounds, Drugs and health, Microbes.  <b>Summer:</b> Heat transfer, Exploring space, Reactions of acids, Describing reactions.</p>	<p><b>Year 3:</b>  <b>Autumn:</b> Cells and tissues, Animal reproductions, Forces and effects, Application of forces.  <b>Spring:</b> Earth and atmosphere, Extracting metals, Plant reproduction, Environment and adaption.  <b>Summer:</b> Motion, Magnets and electromagnets, Periodic table, Innovative materials.</p>
PSHCE	<p><b>Year 1</b>  What is meant by a healthy lifestyle.  How to maintain physical, mental and emotional health and wellbeing.  About respect for the self and others.  The importance of responsible behaviours and actions.</p>	<p><b>Year 2</b>  Ways of keeping safe.  About managing change, such as puberty, and transition.  How to develop healthy relationships.  How to recognise and manage emotions.  How to recognise a range of relationships.  About protecting the environment.  About money and the part it plays in people's lives.  A basic understanding of enterprise.</p>	<p><b>Year 3</b>  How to make choices.  How to recognise sources of help.  How to recognise negative relationships including all forms of bullying and abuse.  How to recognise equality and diversity in relationships.  About rights and responsibilities as members of families, other groups.  About different groups and communities.</p>
PE	<p><b>Year 1</b>  <b>Autumn:</b> Games skills  <b>Spring:</b> Gymnastics, Trampoline, Badminton.  <b>Summer:</b> Rounders and Athletics  Students will have access to 2 hours of swimming per week for one half of the term.</p>	<p><b>Year 2</b>  <b>Autumn:</b> Games skills  <b>Spring:</b> Gymnastics, Trampoline, Badminton.  <b>Summer:</b> Rounders and Athletics  Students will have access to 2 hours of swimming per week for one half of the term.</p>	<p><b>Year 3</b>  <b>Autumn:</b> Games skills  <b>Spring:</b> Gymnastics, Trampoline, Badminton.  <b>Summer:</b> Rounders and Athletics  Students will have access to 2 hours of swimming per week for one half of the term.</p>

<b>DT :</b> <b>Resistant</b> <b>Textiles</b> <b>Food</b>	<b>Resistant materials</b> <u><b>Year 1</b></u> Wooden toys Card modelling, structures	<u><b>Year 2</b></u> Where materials come from - wood, metals and plastics Hydraulics/ pneumatics	<u><b>Year 3:</b></u> Working with wood and plastics Assembly and disassembly of products
	<b>Textiles</b> <u><b>Year 1</b></u> Cushion design	<u><b>Year 2</b></u> Puppets	<u><b>Year 3:</b></u> Wall hanging
	<b>Food technology</b> <u><b>Year 1</b></u> Become familiar with (and more confident in) the cooking area; Use the oven safely (grill, hob, oven); Use basic kitchen equipment safely. Prepare a range of fresh ingredients, e.g. peeling, grating; weigh and measure ingredients.	<u><b>Year 2</b></u> Use the grill, hob and oven – often simultaneously. Prepare equipment for cooking. Weigh and measure ingredients accurately. Combine and mix ingredients together carefully. Use electrical equipment, e.g. hand-held whisk, food processor.	<u><b>Year 3:</b></u> Prepare a range of meals – becoming more confident cooks. Learn how to make a range of sauces/bases. Develop a greater awareness of time planning. Demonstrate the safe use of a knife and other small tools and equipment. Handle raw meat safely (high risk foods).
<b>RE x 1</b>	<u><b>Year 1</b></u> <b>Autumn</b> Creativity: ‘Being Imaginative’ and ‘Appreciating Beauty’ Creativity: ‘Expressing Joy’ and ‘Being Thankful’ <b>Spring</b> Compassion: ‘Being Regardful of Suffering’ and ‘Being Merciful and Forgiving’ Compassion: ‘Caring for Others, Animals and the Environment’ <b>Summer</b> Choice: ‘Living by Rules’ and ‘Being Fair and Just’ Choice: ‘Being Accountable’ and ‘Living with Integrity’	<u><b>Year 2</b></u> <b>Autumn</b> Community: ‘Being Modest’ and ‘Listening to Others’ Community: ‘Creating Unity and Harmony’ <b>Spring</b> Commitment: ‘Remembering Roots’ Commitment: ‘Being Hopeful and Visionary’ and ‘Being Courageous and Confident’ <b>Summer</b> Contemplation: ‘Being Curious and Valuing Knowledge’ and ‘Being Open, Honest and Truthful’ Contemplation: ‘Being Reflective and Self-Critical’ and ‘Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendent’	<u><b>Year 3</b></u> <b>Autumn</b> Community: ‘Cultivating Inclusion, Identity and Belonging’ Community: ‘Participating and Willing to Lead’ <b>Spring</b> Commitment: ‘Being Loyal and Steadfast’ Compassion: ‘Sharing and Being Generous’ <b>Summer</b> Creativity: ‘Appreciating Beauty’ Choice: ‘Being temperate, Exercising Self-Discipline and Cultivating Serene Contentment’

<b>Humanities:</b> <b>MFL</b> <b>History</b> <b>Geography</b>	<u><b>Geography Year 1</b></u> <b>Autumn:</b> Map skills. Weather in our world. <b>Spring:</b> Rainforests. <b>Summer:</b> Local Action-Global Effects. The Gambia. Fieldwork: Baskerville School, Botanical Gardens.	<u><b>Year 2</b></u> <b>Autumn:</b> Homes around the World. <b>Spring:</b> Rivers and Seas <b>Summer:</b> An Indian Village. Fieldwork: River Rea at Cannon Hill.	<u><b>Year 3:</b></u> <b>Autumn:</b> Work and leisure around the world. <b>Spring:</b> Caring for our world. <b>Summer:</b> People and transport around the world. Fieldwork: The Transport Museum, Tyseley.
	<u><b>History Year 1</b></u> <b>Autumn</b> Local Study: What were the changes in the lives of local people? (1,2,3,5a, 5c). <b>Spring :</b> 1066-1500 Who was powerful in medieval England? (1,2,3). <b>Summer</b> Non- European study. Why did the Mughal empire fall? (1,2,3,5b)	<u><b>Year 2</b></u> <b>Autumn</b> 1500-1750. Why was it that Britain become rich and powerful in Tudor times? (1,2,3,5d).  <b>Spring :</b> 1750-1900 What was the impact of the Industrial Rev on society in the Midland? (1,2,3,5a, 5d). <b>Summer</b> 20 <sup>th</sup> Century How does war change (affect) life? (1,2,3, 5a, 5b)	<u><b>Year 3</b></u> <b>Autumn</b> 20th Century How do people recover after war? (1,2,3,5a,5b,5d).  <b>Spring :</b> Chronological Study (2 terms) Why have people protested over time? (1,2,3, 5a,5b,5c,5d). <b>Summer</b> Chronological Study (2 terms) Why have people protested over time? (1,2,3, 5a,5b,5c,5d).
	<u><b>French Year 1:</b></u>  <b>Autumn:</b> 3B-3D Moi (All about me). 3E-3G 'C'est parti!'  3B-3D Jeux and Chansons' (Games and Songs). 3E-3G 'En famille'  <b>Spring</b> 3B-3D KS2 On fait la fête (Celebrations). 3E-3G Chez moi 3B-3D Portraits. 3E-3G Comme d'habitude.  <b>Summer</b> 3B-3D Les quatre amis (The four friends). 3E-3G Une journée 3B-3D Ca Pousse! (Growing things). 3E-3G. Comment tu t'amuses?	<u><b>Year 2:</b></u>  <b>Autumn:</b> 3B-3D On y va (All aboard). 3E-3G Les autres pays. 3B-3D L'argent de poche (Pocket money). 3E-3G Fais ceci...Fais cela!  <b>Spring</b> 3B-3D Raconte-moi une histoire (Tell me a story!). 3E-3G Qu'est-ce qu'on va faire? 3B-3D Vive le sport (Our sporting lives). 3E-3G Qu'est-ce qu'on mange?  <b>Summer</b> 3B-3D Le carnaval des animaux (Carnival of the Animals'). 3E-3G A la mode. 3B-3D Quel temps fait-il? (What's the weather like?). 3E-3G Invitations	<u><b>Year 3:</b></u>  <b>Autumn:</b> 3B-3D Bon appétit! (Enjoy your meal!). 3E-3G Ca va? 3B-3D Je suis le musicien (I am the Music Man). 3E-3G Dej  <b>Spring</b> 3B-3D En route pour l'école (On the way to school). 3E-3G Une visite 3B-3D Scene de plage (Beach scene). 3E-3G Notre monde <b>Summer</b> 3B-3D Les quatre saisons (The four seasons). 3E-3G A mon avis. 3B-3D Notre ecole (Our school). 3E-3G Chez nous, chez vous.

<b>Creative: Music Forest Schools Enterprise</b>	<b>Creative art</b> <u>Year 1</u> Autumn: Insects Spring : Circus Summer: Food	<u>Year 2</u> Autumn: Recycled Art Spring: Animal camouflage Summer: Portraits	<u>Year 3:</u> Autumn: Colour and pattern. Spring: Natural forms. Summer: Toys and games
	<b>Forest Schools</b> <u>Year 1</u> <b>Key concept;</b> MAKING <b>Key skills:</b> Using tools safely Using ICT <u>Autumn</u> Exploring/boundaries Miniature houses Insect hotels Medallions/Coasters <u>Spring</u> Felling trees Mallets- zero technology/global impact Introducing technology – I pad film making <u>Summer</u> Project – make your own forest school film	<u>Year 2</u> <b>Key concept:</b> CARING <b>Key skills:</b> Developing empathy Working together <u>Autumn</u> Exploring/boundaries Litter picking Sycamore bullies Pond dipping/survey Pond maintenance <u>Spring</u> Ice breaking Winter food Habitat management- bog garden/meadow <u>Summer</u> Willow weaving Planting Global deforestation Cooking a Gambian dish	<u>Year 3</u> <b>Key concept:</b> ENJOYING <b>Key skills:</b> Communication <u>Autumn</u> Exploring/boundaries Story telling – global and local listening Story telling – telling Art project <u>Spring</u> Kelly kettle Cooking; Camp fire – dough balls Pizza/sausages/soup <u>Summer</u> Make a team shelter Find your special spot – framed photo
	<b>Music</b> Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; Understand musical structures, styles, genres and traditions; identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to: Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression, improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions; use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions; identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices; listen with increasing discrimination to a wide range of music from great composers and musicians; develop a deepening understanding of the music that they perform and to which they listen, and its history.		
<b>Tutorial x 1</b>			

